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Thank You to all the Contributors!

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Funders

The HSC Foundation
INTRODUCTION

How to Use this Manual

This manual is the result of a partnership between the educators from the Kingsbury Day School and faculty from the George Washington University’s Graduate School of Education and Human Development who recognized the need for improved transition programming for students with learning disabilities. Even though these students are in diploma track programs with a heavy academic emphasis, they can benefit from carefully planned community-based experiences to help them identify how their interests and skills connect to future careers. With support from The HSC Foundation, we developed the Career Investigations for Transitioning Youth (C.I.T.Y.) program to expand students’ career exploration and assessment experiences with the goal of improved transition planning and post-secondary outcomes.

As special educators, we understand the daily challenges that you face creating, developing and implementing services to meet the needs of your students. Through individualized transition planning, you work hard to help each of your students gain the insights and skills necessary to be successful in life after high school. We also understand that your time and resources are limited. With that in mind, this guide is designed to serve as a valuable tool for educators and administrators interested in creating effective university-based career exploration experiences.

C.I.T.Y. is designed to address the need for individualized post-secondary transition planning and assessment. As educators working with high school students, we realize that there are many competing demands for what is important to accomplish during the school day. Specifically, focused time for transition programming is limited. C.I.T.Y. is one way to include efficient and effective community-based career exploration, assessment and actual work experiences as part of the school program.

While C.I.T.Y. was developed to support students with learning disabilities, the program can be adapted to meet the needs of any student. Since we understand that each school and its student population have unique resources and needs, we have designed this manual to help you implement any portion of the program or the entire program.

The manual begins with a brief background description of the transition practices incorporated into the program. This is followed by an overview of C.I.T.Y. with guidance on how to initially develop a school-university transition partnership. The program implementation section outlines each component of the program - community mapping, job site visits, job shadowing, internships and on-going career assessments. Detailed explanations, forms and timelines are presented to help you implement the program. While we highly recommend that schools incorporate all phases of the C.I.T.Y. program, the manual allows you to pick and choose the components which best meet the needs of your students and school resources.

Individualized transition assessment and planning are an essential part of any youth’s secondary school experience. We hope that this manual will assist you in implementing effective transition practices with your students.
BACKGROUND

The Career Investigations for Transitioning Youth (C.I.T.Y.) Program

Preparation for transition is a well-documented need for students with disabilities. Students with disabilities must learn first to understand their areas of strength and need and then be prepared to translate this knowledge to environments that may vary drastically from their high school experiences. Societal recognition of the need for transition preparation for youth with disabilities resulted in explicit federal legislation. The Individuals with Disabilities Education Act (IDEA) mandates on-going transition planning no later than age 16. Unfortunately, this mandate is often paid lip service at best. Individualized student planning for transition services is the most common area of non-compliance in both federal and state IDEA monitoring (Clark, 2008, p. 107). One reason for this lack of transition planning is that it can be difficult to integrate academic preparation leading to a high school diploma to the broader life domains that should be part of transition planning.

Federal legislation identifies 13 diagnostic categories used to identify students with disabilities. Some of these disabilities are obvious such as visual and hearing impairments. The physical nature of these disabilities makes it easier for these individuals with disabilities, as well as their teachers and employers, to understand the accommodations necessary for learning and work. We refer to some disabilities as hidden disabilities (e.g., learning disabilities, emotional disabilities, attention deficit/hyperactive disorder and Asperger’s syndrome). These disabilities are not apparent until the individual tries to engage in tasks that are difficult or impossible to accomplish without accommodations such as reading complex information or interpreting social interactions. The hidden nature of such life challenges necessitates that individuals with these disabilities understand their areas of strength and need, have learned ways to use strengths to compensate for needs and to communicate this unique profile in post-secondary work and learning environments. This understanding is a developmental process best accomplished when youth can participate in on-going assessment and guidance as they experience a variety of work and school experiences.

The Kingsbury Day School serves students with significant learning disabilities, and many have co-occurring disabilities such as ADHD, speech/language, and/or emotional/mental health challenges. Many of these students have average cognitive abilities, yet experience problems in learning to listen, think, speak, read, write, compute, and process information. Often students with learning disabilities fall within a ‘gray’ area of transition services and have historically struggled to stay in school or find appropriate post-secondary education and employment upon high school exit. In order to effectively serve its students, Kingsbury Day School created a four year transition curriculum, and then developed a partnership with the George Washington University (GWU) entitled Career Investigations for Transitioning Youth (C.I.T.Y.) in order to include work-based learning during students’ junior year.
Kingsbury’s Comprehensive Approach to Youth Transition

The C.I.T.Y. program is an integral part of comprehensive transition planning that includes school-based, work-based and connecting experiences.

School-Based Experiences
Kingsbury’s school-based experiences are centered on a four-year curriculum to develop students’ self-understanding in relation to their future post-secondary lives. The curriculum consists of the following transition courses:

- 9th grade – **Personal Awareness** - getting to know self (strengths, needs, disabilities) while learning self-determination skills such as goal setting, decision making, and self-advocacy.
- 10th grade – **Career Exploration** - developing job seeking skills while defining career and educational goals through career assessments and personal career research.
- 11th grade – **Integrated Career Skills** - exploring careers and employment expectations through workplace modules as well as participating in C.I.T.Y. to continue to refine career and educational goals.
- 12th grade – **Senior Seminar** - finalizing post-secondary plans and taking next steps towards chosen post-secondary path.

Work-Based Experiences
The C.I.T.Y. program provides a range of work-based experiences for 11th grade students on the GWU campus as part of the Integrated Career Skills curriculum. These experiences begin with on-campus group activities and end with the option of paid summer internships. These work-based experiences span between four and seven months.

Connecting Activities
Students integrate their learning from school-based and work-based learning using an on-going career assessment process. Prior to the C.I.T.Y. program, students take career interest inventories as a way to begin thinking about their strengths, needs and preferences. Each C.I.T.Y. experience includes an assessment activity that allows students to identify their developing career knowledge and interests based on experiential learning at the university. These connecting activities feed into the transition planning process as students and their families plan for transition from high school.
The C.I.T.Y. Program

The C.I.T.Y. program helps students explore post-secondary options through a range of experiences on a university campus.

The University Campus
A university is like a small town. It employs a broad range of employees—from grounds keepers to university attorneys. Universities also employ specialists who provide support services to students with disabilities. In addition, many university students participate in organizations that engage in community service, which can naturally extend to interacting with high school youth engaged in on-campus experiences. A school-university partnership can powerfully enhance this resource base to positively influence youth who have the potential to be future university students, employees or both.

The Work-Based Learning Activities
C.I.T.Y. begins with group explorations of educational and employment experiences and ends in individualized career exploration and paid work experience. C.I.T.Y. incorporates the following experiences.

- **Community Mapping.** Students engage in project-based learning to gain an initial orientation to all facets of the university.

- **Job Site Visits.** Job site visits are initial opportunities for students to explore workplace environments across the university.

- **Job Shadowing.** Students participate in two job shadowing experiences in areas of interest.

- **Paid Internships.** Internships provide an opportunity for students to experience a career area of interest and gain experience in the workplace.
C.I.T.Y. is one of the few program models available that incorporates on-going career and transition assessment for students with learning and related disabilities in diploma track programs. While it is easy to administer an online interest inventory in a classroom, transition assessment must be comprehensive and should include hands-on and community-based assessment. C.I.T.Y. provides a structure for an assessment process that helps students understand and interpret their experiences into personally relevant information. Along with the written and Internet-based assessments, the most meaningful data results from the community-based work experiences at the university. Each C.I.T.Y. activity—from community mapping through summer internships—provides students the chance to be in different roles and work environments. These experiences enable students to identify and record their own skills, strengths, needs, likes, and dislikes. The students also receive feedback from teacher observations and employer supervisors involved in job shadowing and internships.
C.I.T.Y. Incorporates Youth Transition Practices Supported by Research

Kingsbury’s goal is to incorporate best practices for transition into its school program. This goal led to the development of C.I.T.Y. as a way to provide work-based learning and community-based career and transition assessment for all of its 11th grade students. Throughout this manual you will find examples of how C.I.T.Y. promotes the following practices associated with effective transition services:

- Recognition of individual needs
- Family/parent involvement in transition planning
- Career assessment and exploration
- Work-based learning
- Social and personal skills development
- Collaboration between schools and post-secondary education and employment (Greene & Kochhar, 2009).
At Kingsbury, transition planning is facilitated by a one semester transition class offered from 9th through 12th grades. The curriculum moves students from a general awareness of their interests in post-secondary goals in 9th grade to support for identifying and preparing for specific post-secondary options in 12th grade. The curriculum addresses the areas described below and is depicted in Figure 1.

- **Personal Awareness.** The course, developed by the school social worker and Transition Coordinator, helps 9th grade students adjust to the challenges of high school. Course content includes understanding high school requirements, goal setting, decision making, personal exploration and disability understanding.

- **Career Exploration.** This 10th grade class is divided into two sections. First quarter, students work on job development skills where they learn how to find and complete an application, develop a personal resume, and participate in mock interviews. After mastering these job-seeking skills, students embark on personal career explorations where they take inventories that assess interest, values and preferences. Students analyze how these results fit with their desired work environments, salary preferences and post-secondary educational goals. A final research project investigating a possible future career path completes the course.

- **Integrated Career Skills.** C.I.T.Y. is a key component of this 11th grade course. Students participate in community mapping, job site visits, and job shadowing experiences at the George Washington University and use class time to reflect on these experiences. In class, students set weekly and daily goals, take career assessments, and develop portfolios. Students work independently to complete the following workplace modules: Success on the Job, Communication in the Workplace, Getting Paid, and Using Computers at the Office. C.I.T.Y. offers students the opportunity to apply for paid internships.

- **Senior Seminar.** In fall of their senior year, students begin the application process for post-secondary education, training, and/or work programs. The class is designed to help students choose appropriate post-secondary programs. It assists students to stay organized throughout the application process and provides support in writing college essays and completing and submitting applications.
Figure 1: The Transition Curriculum

- **9th grade:** Personal awareness, self-determination, and self-advocacy
- **10th grade:** Personal career assessment and exploration
- **11th grade:** Community-based career exploration and vocational assessment*
- **12th grade:** Finalizing postsecondary plans

*Note: The 11th grade includes a specific focus on community-based career exploration and vocational assessment.
The goal of C.I.T.Y is to enhance the ability of teachers, parents and students to engage in individualized transition planning. Planning is informed by students’ participation in classroom and community-based career experiences supported by on-going assessment. This goal is accomplished by exposing students to potential careers through a variety of activities on a university campus.

C.I.T.Y. is part of students’ junior year transition course and encompasses the following components depicted in Figure 2 and described below.

- **Community Mapping.** Students engage in project-based learning to gain an initial orientation to all facets of the university. Students first work in small teams to access the university’s web-site to determine basic information about the school. Teams then physically explore the university to collect information, observe a variety of environments and meet with disability support services. Finally, teams compile the information they have gathered to make presentations about what they have learned. See the Community Mapping section for more information.

- **Job Site Visits.** Job site visits are initial opportunities for students to explore workplace environments across the university. Visits are planned based on students’ responses to career interest inventories. Students take tours of job sites and learn about available jobs, job requirements and responsibilities. Job site visits guide student selection of job shadowing and internship experiences. See the Job Site visits section for more information.

- **Job Shadowing.** C.I.T.Y. incorporates two job shadowing experiences. Students spend two hours experiencing the tasks associated with particular jobs of interest. They are matched with an employee and each student follows the employee to learn about daily responsibilities and work expectations. See the Job Shadowing section for more information.

- **Paid Internships.** Internships are an opportunity for students to experience a career area of interest and gain experience in the workplace. Students complete an application process including developing a resume, filling out an application and interviewing. Internships are 20 hours a week for five weeks in the summer. Students also participate in career development workshops. These sessions help students explore what they are learning from the experience and supports them in problem solving and addressing issues they encounter on the job. See the Paid Internships section for more information.
Figure 2: C.I.T.Y. Components

- Enroll
- Integrated Career Skills Course
- Community Mapping
- Job Site Visit
- Job Shadowing
- Paid Internship
- Conducting On-going Assessment
C.I.T.Y.’s On-going Assessment Framework

Career and transition assessment is the driving force behind the development and implementation of C.I.T.Y. The use of a variety of assessments allows students to gain experience and guidance to help them find their emerging strengths, interests, and needs. This combination of experience and guided reflection places students at the center of transition planning and allows them to be active participants in the process of setting post-secondary goals. This, in turn, provides teachers and parents with information relevant to planning students’ academic program, out-of-school activities and anticipated post-secondary needs. This cycle of assessment, goal setting and responsive services is depicted below in Figure 3. See Career Assessment and Transition Planning section for more information.

Figure 3: On-going Assessment
The success of C.I.T.Y. is the direct result of a cohesive partnership between a high school, university, and foundation. Each organization plays an integral role in ensuring the success of the program. The three main C.I.T.Y. parties are the Kingsbury Day School, the George Washington University, and The HSC Foundation. The figure below identifies the important members of each organization who contribute to the partnership. A description of key roles in each organization follows.
**High School**

Kingsbury’s School Administrator as well as the Transition Coordinator, who teaches the transition curriculum, serve as key C.I.T.Y. personnel. Student and parent/guardian responsibilities also are outlined in Table 1 below.

**Table 1: High School Roles and Responsibilities**

<table>
<thead>
<tr>
<th>Positions</th>
<th>Responsibilities</th>
</tr>
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</table>
| **School Administrator** | - Plan and solicit resources to support C.I.T.Y.  
- Point of contact for administrative questions and policies  
- Budget and scheduling approval  
- Guide planning and problem solving  
- Collaborate with University Program Advisor (see Table 2) |
| **Transition Coordinator** | - Work with school administrator to develop budget and schedule  
- Establish and maintain communication with parents and guardians  
- Collaborate with University Program Advisor and Coordinator (see Table 2)  
- Responsible for all school-based activities  
- Chaperone to university sites as needed  
- Monitor budget |
| **Parents/Guardians** | - Attend orientation to the C.I.T.Y. program  
- Support student participation  
- Complete pre/post assessment  
- Celebrate success at kick off as well as concluding receptions  
- Participate in setting post-secondary goals as part of I.E.P. process |
| **Students**          | - Participate in class  
- Complete assignments and assessment  
- Attend and participate in C.I.T.Y. activities (community mapping, job site visits, and job shadowing)  
- Take an active part in setting post-secondary goals as part of I.E.P. process |
How Roles and Responsibilities Developed

Students, parent/guardian and staff involvement all contribute to the success of C.I.T.Y. During the pilot year of the program, student involvement was voluntary and parents played an integral role in getting students involved. Once the program became part of the school curriculum, student participation was mandatory. Student interest grew based on reports from pilot year students. An important point to keep in mind - the program requires students to participate in job shadowing activities, making student buy-in very important. Parents and guardians are invited to a pre-program informational meeting where they receive a packet detailing the program and where there is time to address questions and concerns. Parents and guardians also complete a pre-program survey, which allows them to present their educational and post-secondary goals for their children. Upon completion of the program, parents have the opportunity to participate in an exit conference. We also hold two simple receptions on the GW campus where families can meet the employers. The first is prior to students beginning C.I.T.Y., and the second is after students complete their internships.

Since this program involves taking students off campus, the full support of the high school administration is essential, especially during the planning and initial implementation phases.

University

The George Washington University (GWU) is a large, urban school located in the center of Washington, DC. GWU is one of the largest employers in Washington, DC. Like many universities, GWU provides a wide range of employment opportunities through its extensive facilities. This partnership developed based on faculty support from the Graduate School of Education and Human Development and specifically by faculty from the Special Education program. Key university roles and responsibilities are outlined in Table 2 below.

Table 2: University Key Personnel and Responsibilities

<table>
<thead>
<tr>
<th>Positions</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Advisor (Faculty)</td>
<td>• Provide university administrative and employer contacts</td>
</tr>
<tr>
<td></td>
<td>• Refer graduate interns for C.I.T.Y. support roles</td>
</tr>
<tr>
<td></td>
<td>• Guide planning and problem solving for university-based issues</td>
</tr>
<tr>
<td></td>
<td>• Collaborate with key school-based personnel (see Table 1)</td>
</tr>
<tr>
<td></td>
<td>• Support program evaluation</td>
</tr>
<tr>
<td>University Administration</td>
<td>• Facilitate Memorandum of Understanding (Appendix B) outlining liability and other legal requirements</td>
</tr>
<tr>
<td>(Role in upper university administration that can facilitate formal recognition of the program)</td>
<td>• Provide information to university departments to develop support for the program</td>
</tr>
</tbody>
</table>
### University Coordinator (a graduate student)

- Develop and maintain relationships with employer partners
- Support employer partner preparation for job site visits, job shadowing, and internships
- Schedule and plan events and program activities with employer partners
- Provide on-site support during all campus-based C.I.T.Y. activities
- Be available to support students and workplace supervisors during internships
- Maintain contact with workplace supervisors
- Oversee evaluation of interns
- Provide job coaching as needed

### Employer Partners (participate in one or more of the responsibilities listed in column 2)

- Plan and facilitate job site visits
- Match participants to workers for job shadowing
- Supervise interns at job site
- Provide feedback to students and program staff about student performance
- Attend campus receptions
- Assist in identifying additional employer partners

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**How Roles and Responsibilities Developed**

**Special Education Faculty:** Professors from the Graduate School in Education and Human Development (GSEHD) have provided much needed guidance and support. Prior to the C.I.T.Y. program, Kingsbury had an existing partnership with the GSEHD. As part of the Special Education program, graduate students serve as school-based interns and student teachers. Many stay on and become Kingsbury teachers. Therefore, the Kingsbury Day School had a close relationship with many Special Education faculty. Professors from this program played key roles in the design and implementation of the C.I.T.Y. program. Faculty facilitated program visibility through university publications and on-campus presentations.
University Coordinator: With foundation funding, faculty identify graduate students who can work part-time as University Coordinator for the C.I.T.Y. program. As a graduate student, the University Coordinator has student access to services and buildings, and time to develop contacts on the campus. This role should be filled by an individual who is organized and has strong communication skills.

University Employers: The university employer partners are volunteer participants in the program and it is their role to share workplace experiences with the students. The employer partners are selected based on student interest as well as university faculty and university coordinator recommendations. Employers have the opportunity to orient students to their workplace through tours during job site visits. This initial experience motivates many employers to serve as job shadowing hosts and supervisors of paid interns. Employers can decide to participate in one, two or all three of these experiences based on the needs of their departments. The table below lists the university employers who participate in the C.I.T.Y. program.

Table 3: University Employer Partners

| • Health and Wellness Center           | • Library                           |
| • Facilities                          | • Catering                          |
| • Police Station                      | • Athletics                          |
| • Bookstore                           | • Radio Station                      |
| • Parking Services                    | • General Counsel’s Office           |
| • Student Technology Services         | • Theatre and Dance Department       |

University Administration: Approval and endorsement from upper-level university administration is essential. This comes in the form of a Memorandum of Understanding (see Appendix B) that identifies responsibilities and liability. Once there is a formal record of approval and endorsement university employers are willing to consider participation. Our administrative contact for program approval was the Special Projects Coordinator from the Office of the Vice President responsible for university management. This individual had an extensive understanding of university networks and how to communicate with department managers. He advised a top-down approach for work site recruitment. He worked closely with the Faculty Advisor and University Coordinator to present the program to the appropriate committees and departments. This contact was essential in launching the first year of the program.

University Departments: When gathering information about the university and all of its resources, there are many possible departments to contact. It is best to start with the university human resources department, career counseling center, service learning office, and disability support services. These offices can provide valuable information related to their field of expertise and also have many contacts throughout the university.
Foundation

The HSC Foundation is dedicated to the improvement of services and programs for individuals with disabilities. The Foundation’s Youth Transitions Initiative is a project created to support programs and serve as a resource for organizations that work to assist youth in their transition to adulthood. This comprehensive program funds initiatives related to education, health, job training, and employment. The Foundation is presently concentrating on youth transitions and employment readiness strategies; family supports, training, and advocacy; and healthy lifestyles, awareness and education. For more information go to The HSC Foundation website at http://www.hscfoundation.org/.

As part of the Youth Transitions Initiative, The HSC Foundation awarded the Kingsbury Day School a multi-year grant to implement the C.I.T.Y. program. The proposal contained two main goals. The first was to create a program to improve transition services for Kingsbury students through work-based experiences. The second purpose was to create a program that can be replicated by other high schools and universities throughout the United States.

The yearly funding for the C.I.T.Y. program mainly supports the University Coordinator and Kingsbury student internship pay. Appendix C provides the costs supported by HSC for the first year of the program, which includes start up costs.
Setting Up the Program

Your Checklist for Getting Started
(Planning & Preparation for the C.I.T.Y. Program)
The C.I.T.Y. program grew out of a need to offer a comprehensive and supportive career exploration and work experience program for students with severe learning disabilities. The checklist below is a basic overview of the components necessary for getting started.

_________ Develop a Partnership between a High School and a University
High schools and university schools of education are often seeking ways to coordinate resources for improved teacher preparation and improved services to students with disabilities. Partnerships can begin with traditional teaching internships and develop into more creative endeavors such as C.I.T.Y. Draw on prior relationships by contacting former faculty advisors or contact university special education departments to explore developing field placement opportunities.

__________ Find Funding
While this is one of the most essential steps, it can also be one of the most difficult. The HSC Foundation is reaching out to local and national organizations to develop a national youth transitions network. There are also various state and local funding sources for transition programs.

__________ Determine Program Staff and Needs
Program staffing is often dependent on funding, not on actual need. When developing any community-based program it is important to recognize that there will always be a need for more support. However, support can come in the form of volunteers or interns. For the C.I.T.Y program, responsibilities were incorporated into the existing Transition Coordinator role. Additional support was provided with the paid University Coordinator position and unpaid school-based interns. University faculty and Kingsbury administration participated for no extra compensation.

__________ Obtain Permission from All Stakeholders
Before planning for the individual workplace experiences, it is necessary to sign a Memorandum of Understanding (MOU) between the high school and university. Once the MOU is in place university employers can be contacted. It is also important to get approval from the parents/guardians and get the students involved in the process.

__________ Identify University Employer Partners and Necessary Student Preparation
C.I.T.Y. is a second semester experience. In order for the student experience to begin in January, program planning must occur in the fall and continue throughout the entire experience. The majority of work done in the fall is on the university side to identify and plan with employer partners. On the school side, regular planning meetings are needed to identify how to prepare students and how to support them throughout the C.I.T.Y. program.
Table 4 below outlines the initial university contacts that facilitate program development. The University Coordinator and university faculty made contacts to Disability Support Services, Career Counseling Office, Human Resources, Community Service Learning, and Special Education Departments to determine how to set up C.I.T.Y.

**Table 4: Creating a University Partnership—Initial Contacts**

- Make Contacts with University Offices & Departments to gain support and identify university resources
  - Disability Support Services
  - Career Counseling
  - Human Resources
  - Community Service Learning
  - Special Education Departments
- Identify upper level university administration supporter
  - Create and Sign Memorandum of Understanding
- Meet and develop partnership with prospective employer partners (Library, Computer Support Services, Facilities, etc.)

Once the MOU is signed and partnerships with the university employers are established, planning for student participation can begin. The timeline outlined in Table 5 below displays the phases of the C.I.T.Y. The blocks of time allotted for each activity (community mapping, job site visits, job shadowing, and internships) include the time necessary for activity preparation, implementation, and follow-up. Each program component section presents a detailed timeline that addresses preparing, implementing and following-up with each phase of C.I.T.Y.
C.I.T.Y. Activity Master Timeline

Table 5: C.I.T.Y. Activity Master Timeline

<table>
<thead>
<tr>
<th>January 1</th>
<th>February 2</th>
<th>March 3</th>
<th>April 4</th>
<th>May 5</th>
<th>June 6</th>
<th>July 7</th>
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<td>Job Site Visits</td>
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<td>Job Shadowing</td>
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<td>Internships</td>
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IMPLEMENTING THE C.I.T.Y. PROGRAM

Overview

Once the high school and university partnership is established, key staff roles are defined, an initial set of university employer partners are committed, and students and families are on board, the program can begin. Before continuing with this section, it may be helpful to review Your Checklist for Getting Started in the previous section. This Implementing the C.I.T.Y. Program section provides detailed information on the following career exploration components:

- Family and Parent Involvement
- Community Mapping
- Job Site Visits
- Job Shadowing
- Paid Internship
- On-going career assessment.

The initial development and implementation of this program requires a considerable amount of time. The following sections outline what needs to be done at both the high school and university. Collaboration between the Transition and University Coordinators is essential for the success of each component. The more staff and parental support you have, the easier this process will be to implement.
Family and Parent Involvement

Participation by parents, guardians, and other family members is an important component of C.I.T.Y. The C.I.T.Y. program is a natural way to involve parents/guardians in transition planning since students are actively making decisions about their interests throughout the program. Families are often focused on the daily demands of raising an adolescent and can be unprepared to be an active member and supporter in transition planning. Many parents have watched their child struggle in school and can be uncertain about the next stage. They, along with their child, may be unaware of their child’s range of strengths and needs or understand how these strengths and needs may translate to the workplace and post-secondary education programs. C.I.T.Y. is a way to help parents plan beyond their child’s high school experiences.

The C.I.T.Y. program engages parents on a number of levels before, during, and upon completion of the program. The following events and communication methods have proven successful in integrating families into C.I.T.Y.

- **Initial Informational Meeting:** A meeting explaining the purpose of the program and the different levels of participation is held early in students’ junior year to begin involving parents and guardians in the process. Parents are often excited that there is a supportive program for their children on a university campus and that paid summer internship opportunities are available.

- **Pre-program survey:** Parents can provide valuable information about their child. The survey (form A-2) inquires about their child’s strengths and needs, where they see their child after high school, and what they hope their child will gain as a participant in the C.I.T.Y. program.

- **Kickoff Reception:** Once the students have completed their initial university experience, called community mapping, there is an opening reception at the university to introduce all parties involved in C.I.T.Y. Students present what they learned during the community mapping experience with parents, high school teachers, employer partners, and university faculty. During the reception, students and parents have the opportunity to meet and talk with many of the university employer partners involved with the program.

- **Regular Communication:** While one of the goals is to help students become more independent, we recognize the importance of collaborating with parents/guardians. The Transition Coordinator and University Coordinator send periodic updates through emails and letters to encourage parents to reinforce C.I.T.Y. experiences. Form A-1 is a sample introduction letter that families and students receive at the beginning of C.I.T.Y. During the internships, students and parents receive information on the internship site and are invited to call the University Supervisor with any concerns or questions.
Closing Reception: Upon completion of the summer internship program, a simple reception is held at the university to celebrate students’ achievements. Awards are given in recognition of the employer partners and their C.I.T.Y. interns. In addition, each student gives a presentation about his/her internship. The reception is an opportunity for parents, family members, teachers, and university faculty to recognize the students’ achievements as well as the employers’ support for the program.

Follow-up surveys and interviews: In order to get feedback on the program, parents have the opportunity to share their perspective on their child’s achievement and make recommendations for future transition experiences by completing the follow-up survey (form A-3) or participating in a phone interview covering the same questions.

The C.I.T.Y. program places students in many new situations. While these community-based work experiences are essential for helping students learn about themselves and post-secondary options, we understand that it can be difficult for parents to let go of their child. Our ongoing communication with parents allows them to feel secure and included while giving students the chance to freely participate and succeed in the program.
## Table 1: Parent Involvement Timeline

<table>
<thead>
<tr>
<th>PARENT INVOLVEMENT</th>
<th>Timeline</th>
<th>High School</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Preparation</strong></td>
<td>Month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Host a Parent Orientation on C.I.T.Y. Program</td>
<td>January</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>1.2 Conduct and Collect a Parent/Guardian Pre-Program Survey</td>
<td>January</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>1.3 Collect Parent Permission Forms</td>
<td>January</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td><strong>Step 2: Keep Parents Informed</strong></td>
<td>Month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Invite Parents to the Kick-off Reception</td>
<td>February</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>2.2 Inform Parents of Job Site Visits and Job Shadowing</td>
<td>February-May</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td><strong>Step 3: Follow Up with Parents</strong></td>
<td>Month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Follow-up with Parents with a Parent/Guardian Follow-up Survey (Reflections)</td>
<td>June</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3.2 Remind Parents of Paid Internship Opportunity</td>
<td>June</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>3.3 Invite Parents to the Awards Ceremony After Paid Internship</td>
<td>August</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>
Forms

A-1  C.I.T.Y. Introduction Letter

A-2  Parent/Guardian Pre-program Survey

A-3  Parent/Guardian Follow-up survey
A-1 C.I.T.Y. Introduction Letter

Prior to the start of C.I.T.Y., students and families receive a packet containing relevant program information and permission forms. This introduction letter is designed to provide families with an overview of the experience and invite them to the kickoff reception.

**Dear Parents and Guardians:**

This semester all 11th grade students are participating in the Integrated Career Skills course which is part of the Career Investigations for Transitioning Youth (C.I.T.Y.) program. This course will include in-class instruction at Kingsbury and hands-on career exploration on the George Washington University campus. During class at Kingsbury, students will complete job interest and aptitude inventories, increase their job development skills and improve workplace skills. The George Washington University (GWU) experience includes the following components:

- **Job Site Visits**
  - Students will participate in group job site visits once a week during class time. Each visit will be to a different job site on the GWU campus and will give students the opportunity to explore the various jobs available. We will visit over 8 sites including the library, the health and fitness center, the bookstore, the police department, facilities and catering.

- **Job Shadowing**
  - After participating in the job site visits students will select two sites for job shadowing. Job shadowing is a 1-on-1 experience that allows students to get a more in-depth look at a specific job and work environment. In order to allow time for each of the 2 hour job shadowing experiences, students will sign up for two after school sessions.

Once students have completed the class and career exploration experience at GWU, they will have an opportunity to apply for a 5 week paid summer internship. Internships are available at most of the job site locations and more information will be available later in the semester.

In order for students to learn more about the George Washington University campus students will spend (insert date and time), participating in a community mapping experience. This will be an opportunity for students to get an introduction to the campus and the places they will be visiting during class. During this visit, students will also explore the college as a possible post-secondary option. We will visit classrooms, various academic departments, student life programs such as eating on campus, and the office of Disability Support Services. On (insert date and time), families are invited to join us at a reception at GWU celebrating this year’s C.I.T.Y. program. Students will present information they learned during community mapping and you will also have the opportunity to meet our university employer partners.

Please review the attached calendar and complete and return the permission forms. Feel free to contact us if you have any questions. We will also be available to answer questions during parent-teacher conferences and the 11th grade parent meeting on Wednesday, February ___.

Sincerely,

Transition Coordinator
A-2 Parent/ Guardian Pre-Program Survey

This survey is completed prior before students begin the program in order to receive parent/guardian input.

Parent/ Guardian Survey

Name: _____________________________________________________

1. After high school, what are your goals for your child in the following areas?
   a. Education/ Training –
   b. Employment –
   c. Living –

2. After high school, what does your child see him/herself doing?

3. Do you think that your child’s plans are realistic? (please explain)

4. List 3 things that you would like Kingsbury Day School to do to help you or your child prepare for life after high school.

5. What is your child working on at home to prepare herself or himself for independent living after high school? (e.g. cooking, cleaning, managing money, taking public transportation, etc.)
A-3 Parent/ Guardian Follow-up Survey

After the completion of the program, parents and guardians are given the opportunity to provide feedback through a phone interview or written survey.

PARENT/ GUARDIAN SURVEY
Thank you for taking your time to answer a few questions about Kingsbury's Career Investigations for Transitioning Youth (C.I.T.Y.) Program at the George Washington University. We rely on feedback from student participants, employers, and parents to help us track and improve this program. This transition program is a partnership that allows students to explore various jobs on a college campus through job site visits, job shadowing and paid internships. This survey will consist of eight questions. Let's get started.

1. What were your goals for your child's participation in this program? (Circle all that applies)
   a. Learn about career interests
   b. Learn about college
   c. Exposure to many jobs
   d. Learn independent living skills (taking metro, etc.)
   e. Develop social and communication skills
   f. Other – describe

2. What do you think your child learned as a participant in the C.I.T.Y. program?
   a. Basic Skills – reading, writing, speaking, listening

   b. Thinking Skills – creative thinking, decision-making, problem solving

   c. Personal Qualities – individual responsibility, self-esteem, self-management

3. What is your child doing to continue to explore career options?

4. Does your child have any plans for after high school? Please describe.
5. How do you think that the C.I.T.Y. program contributed to these plans?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

6. What suggestions do you have for changes or additions to the program? (better parent involvement, timing of internship, type of internship work, special events, etc.)
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

7. If you were going to recommend this program to another parent what would be two points that you would make?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

8. Thank you for all of the information. Finally, I would like to know if you would give permission for your child to be interviewed? Yes _____ No _______
Community Mapping

The C.I.T.Y. program mainly takes place on a university campus, which is very different from a high school campus. Therefore, it is important to help students acclimate to this new setting. In order for students to become familiar with the university, they participate in a day long community mapping exercise. Community mapping is a project-based activity that provides students an opportunity to take an active role in exploring the campus. Students with defined roles such as interviewer and photographer work in small groups to complete assigned tasks. These small groups navigate the campus to visit a variety of environments. Once the on-site community mapping activities are completed, students participate in a presentation sponsored by Disability Support Services to learn about the importance of using accommodations at the post-secondary level. Students spend subsequent days at the high school working in their small groups to create presentations demonstrating what they have learned. Projects are shared at a kick-off reception where students, parents, university employers, and faculty have the opportunity to meet one another and respond to student presentations.

**Essential Components of Developing a Community Mapping Experience**

Community mapping is similar to a scavenger hunt where small groups of students explore the university campus in order to collect information and artifacts.

**What You Need to Do at the High School Level:**

*Conduct a Needs Assessment.* Before planning for community mapping it is important to find out what students know about universities in general and what they know specifically about the university that they will be visiting. Brainstorming activities expose students’ knowledge and misconceptions as well as determine what students want to learn. Students can gain an initial orientation to the university by exploring the university’s web-site to answer teacher developed questions. This gives them basic information about the school such as how many students attend, types of living arrangements, and sports teams. In addition, students can learn how job openings are posted and explore the range of job openings.

*Create the Community Mapping Activity.* To first develop a community mapping activity, it is necessary to visit the university and plan the mapping routes and activities. The University Coordinator and Transition Coordinator identify areas of the university that each community mapping group can explore. Groups should explore locations important to university life as well as employment settings. When creating the schedule it is important to ensure that all groups go to key common places (such as student union and library) and that the remaining sites are divided among the groups. Once each route is planned it is necessary to develop a set of directions for each group outlining where to go and what to do. At each location, groups are assigned specific tasks.
Example tasks include:

- Go to the student union and observe which food counter has the longest line.
- Find out when the library opens and closes.
- Go to the campus police station and ask the chief how many officers are on duty.
- Take a picture of an empty classroom.
- Estimate how many students are in [a specifically identified] computer lab.

Form B-2 displays a sample schedule for one group.

Assign and Prepare Students for Their Roles. It is important to consider students’ skills and interests in terms of their community mapping roles. Typical roles are organizer, navigator, photographer, collector, and interviewer (see B-1 for role descriptions). Helping students determine which roles best match their skills is important. For example, a navigator is responsible for map reading and following directions, while an interviewer is responsible for talking to university personnel or students. A simple way to determine roles is to have students rank their preferences and then match roles to students’ preferences and skills.

Divide Up & Prepare Groups. Once the day is planned and the groups set, it is important to review all of the information with the students. This review session should be in two parts. First, students should understand their own roles and responsibilities (Form B-1) and how each will be contributing to the group. Next, each group must understand their tasks and the schedule for completing the tasks.

Facilitate the Experience. It is desirable to have a chaperone for each group. Chaperones can be teachers, counselors, interns or responsible volunteers. The chaperone’s role is mainly to be an observer. This is a learning opportunity for students to turn to their group members for support and build team work, self-sufficiency, and problem-solving skills.

Follow-Up with Students. Upon completion of the community mapping activity, students are often tired. However, it is important to process the activity and have students share their initial impressions of what they have learned. The next day, when students are well rested, they can begin working on projects to organize and share what they have learned (see form B-3).

Student Presentations. Students develop posters that display pictures and artifacts and each student takes a role in presenting one facet of university life they find interesting in planning for education or work on a university campus.
What You Need to Do at the University Level

Schedule Visits for Community Mapping Activities & Collect Materials. Access to campus buildings are often allowed only to university students and staff. It is important to ensure that student groups have access to designated buildings. University faculty and the University Coordinator can assist with access and in identifying individuals who are available to briefly meet with students and answer questions that are part of the mapping activity.

Set Up and Facilitate Disability Support Services (DSS) Presentation. One of the most meaningful parts of the university community mapping experience is the opportunity for students to learn about DSS. Securing accommodations in college is very different from high school, and it is helpful for students to hear from current college students about their experiences with managing classes and accommodations.
Things to Consider…

- Planning a community mapping day for the first time is very time consuming. You must schedule all of the tasks, make sure that students have the right materials and that it is possible for students to complete the tasks in the allotted time.

- Community mapping is an opportunity for students to work in a team. As a teacher it is easy to jump in and keep students on the right track; however, it is more useful to let them learn from their own mistakes.

- Community mapping is a long day for students. It is important to recognize that this day is very different from students’ normal school day and this way of learning takes a lot of effort and time.

- Community mapping is an excellent way to explore a college campus. Often, when students visit a campus, they are passive participants in a group tour. Community mapping makes students active participants in the process.
Table 1: Community Mapping Timeline

<table>
<thead>
<tr>
<th>Step 1: Preparation</th>
<th>Month</th>
<th>High School</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Conduct a Needs Assessment</td>
<td>January</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>1.2 Create the Community Mapping Activity</td>
<td>January</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>1.3 Schedule Visits &amp; Collect Materials</td>
<td>January</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>1.4 Arrange Disability Support Services Presentation</td>
<td>January</td>
<td></td>
<td>√</td>
</tr>
<tr>
<td>1.5 Divide up &amp; Prepare Groups</td>
<td>January</td>
<td></td>
<td>√</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Community Mapping</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Facilitate Community Mapping Experience</td>
<td>February 1st week</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Follow Up</th>
<th>Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Follow-up with Students (Reflections &amp; Projects for Kick-off Reception)</td>
<td>February</td>
</tr>
</tbody>
</table>
Forms

B-1  Community Mapping Roles and Responsibilities

B-2  Sample Community Mapping Schedule

B-3  Community Mapping Student Project
B-1 Community Mapping Roles and Responsibilities

The following is a list of the different roles for community mapping. Depending on your academic goals, the roles may vary.

<table>
<thead>
<tr>
<th>Community Mapping Activity</th>
<th>Group Member Roles</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Responsibility</strong></td>
<td><strong>Tasks</strong></td>
</tr>
</tbody>
</table>
| Organizer                  | • Passes out materials  
• Keeps everyone with the group and on task  
• Assists group members when they need help or have questions about their tasks |
| Navigator                  | • Uses the map to guide the group  
• Keeps track of all of the places the group visits and the route the group follows  
• Takes notes about the places visited |
| Photographer               | • Takes 8-10 photos that seem important  
• Makes notes of the number of the photo, location, and importance |
| Collector                  | • Collects objects that represent the campus  
• Collects campus newspapers, flyers, brochures, business cards, etc.  
• Makes notes of what is collected, where and why |
| Interviewer                | • Takes notes about the people met  
• Asks questions |

After listening to the description of each of the roles, think about which roles are interesting and you think you could do well. Please rank your interest in the roles using 1-5 (1 is the role you most want and 5 is the role you really don’t want to do).
**B-2 Sample Community Mapping Schedule**

Below is a sample schedule for one small group. The group visits the sites listed on the schedule and completes the tasks and observation sheet according to their roles.

<table>
<thead>
<tr>
<th>GROUP 1: Sites and Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TASK</strong></td>
</tr>
<tr>
<td>1. Marvin Center</td>
</tr>
<tr>
<td>TASK</td>
</tr>
<tr>
<td>1. Observations</td>
</tr>
<tr>
<td>2. Collect DES registration form</td>
</tr>
<tr>
<td>3. Get a magnet from Card Services</td>
</tr>
<tr>
<td>4. Take a picture of Photographers at Card Services</td>
</tr>
<tr>
<td>2. Gelman Library</td>
</tr>
<tr>
<td>TASK</td>
</tr>
<tr>
<td>1. Observe and Collect Brochures</td>
</tr>
<tr>
<td>2. Find the textbook <em>Exceptional Learners: An Introduction to Special Education</em> and ask at the circulation desk where to go to checkout book.</td>
</tr>
<tr>
<td>3. Find a computer lab and learn about access information</td>
</tr>
<tr>
<td>3. Smith Center</td>
</tr>
<tr>
<td>TASK</td>
</tr>
<tr>
<td>1. Observations</td>
</tr>
<tr>
<td>2. Take picture of your group in the gym</td>
</tr>
<tr>
<td>3. Ask athlete: challenges of being a student athlete?</td>
</tr>
<tr>
<td>4. 2000 Pennsylvania Ave</td>
</tr>
<tr>
<td>TASK</td>
</tr>
<tr>
<td>1. Observations</td>
</tr>
<tr>
<td>2. Find the best food</td>
</tr>
<tr>
<td>3. Take a picture outside of some stores and restaurants</td>
</tr>
<tr>
<td>5. Bell Hall</td>
</tr>
<tr>
<td>TASK</td>
</tr>
<tr>
<td>1. Observations</td>
</tr>
<tr>
<td>2. Take Picture on the 3rd Floor</td>
</tr>
<tr>
<td>6. Lerner Health &amp; Wellness Center</td>
</tr>
<tr>
<td>TASK</td>
</tr>
<tr>
<td>1. Observations</td>
</tr>
<tr>
<td>2. Ask student: How often they work out?</td>
</tr>
</tbody>
</table>

**TRANSPORTATION:**
- Take a picture of 2 different modes of transportation

**GROUP 1: Observations**

<table>
<thead>
<tr>
<th>Marvin Center</th>
<th>Time Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do you need a student ID for?</td>
<td></td>
</tr>
<tr>
<td>2. How do you get a student ID?</td>
<td></td>
</tr>
<tr>
<td>3. What is Disability Support Services?</td>
<td></td>
</tr>
</tbody>
</table>

**Gelman Library**

<table>
<thead>
<tr>
<th>Time Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where are students studying? (Tables, cozy chairs, study rooms, etc.)</td>
</tr>
<tr>
<td>2. What are most people doing in the library?</td>
</tr>
<tr>
<td>3. What are the hours for the computer lab?</td>
</tr>
</tbody>
</table>

**Smith Center**

<table>
<thead>
<tr>
<th>Time Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the Smith Center?</td>
</tr>
<tr>
<td>2. Who uses the Smith Center?</td>
</tr>
<tr>
<td>3. How are the basketball teams doing this year?</td>
</tr>
</tbody>
</table>

**2000 Pennsylvania Ave**

<table>
<thead>
<tr>
<th>Time Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List 2 stores and 3 places to eat.</td>
</tr>
<tr>
<td>2. Which are the most expensive and cheapest places to eat?</td>
</tr>
</tbody>
</table>

**Bell Hall**

<table>
<thead>
<tr>
<th>Time Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What types of classes are on the first and third floors?</td>
</tr>
<tr>
<td>2. Is there a lot of technology in the classrooms?</td>
</tr>
<tr>
<td>3. What is the warning on the laboratory doors?</td>
</tr>
</tbody>
</table>

**Lerner Health & Wellness Center**

<table>
<thead>
<tr>
<th>Time Visited</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the process for using workout machines?</td>
</tr>
<tr>
<td>2. Is there a time limit?</td>
</tr>
</tbody>
</table>
B-3 Community Mapping Project

Upon completing the community mapping activity, students chose to complete either a verbal or poster presentation on the different sites visited. Sample topics include student services, academics, and eating on campus.

Community Mapping Project

We will be spending a lot of time on the George Washington University campus throughout this semester. This will be a great opportunity for you to explore a number of careers, as well as life on an urban college campus. In order to prepare for the experience, you will be taking part in a community mapping activity. This project includes 3 parts:

PART 1: Preparation | DUE: Wednesday, February
---|---
For this part of the project you will research and teach each other about different aspects of the George Washington University. You will use the GWU website to research one aspect of the university. You will then use that research to make a short presentation to the class sharing what you have learned. Beyond this research and presentation, you are expected to actively participate in and complete all other preparation activities that we will do as a class.

PART 2: Community Mapping | DUE: Thursday, February
---|---
On Thursday, we will be heading to the GWU campus all day for the community mapping activity. You will be assigned a group to work with and a role in your group for that day. As a group, you will need to work together to complete all of the tasks and collect all of the information that is assigned to you. You will also be participating in a presentation by Disability Support Services on the day of community mapping.

PART 3: Community Mapping Presentation | DUE: Thursday, February
---|---
For the final part of this project, you will work with your group to create a poster and presentation to share what you learned about GWU during the community mapping experience. You will share this poster and presentation with your family, teachers, GWU faculty, and future job site hosts during the C.I.T.Y. kickoff reception. Each group will be assigned one topic to present from the list below:
- Overview of the University
- Academics
- Student Life
- Working on Campus

All posters and presentations must include:
1. Information on at least 3 subtopics related to your topic.
2. At least 3 facts about each of the subtopics that your group has chosen.
3. At least 5 graphics about the topic that you have been assigned. These graphics must be related to the overall topic and should help people to better understand the information that you are presenting.
4. Projects must be well laid out, neat, and easy to read from at least 3 feet away.
5. Projects must be grammatically correct.
6. Presentations must be planned and practiced. Each group member must be involved in the presentation in some way.
Job Site Visit

Job site visits are initial opportunities for students to explore workplace environments. Students tour university employment sites to learn about available jobs, job requirements, responsibilities, and different environments within the workplace. Visits last approximately one hour and are chaperoned by either the University or Transition Coordinator. This is a great opportunity for students to ask questions and become familiar with the variety of jobs that are available at each site. Table 1 below lists some of the jobs students learned about throughout their job site visits.

<table>
<thead>
<tr>
<th>JOB SITE</th>
<th>JOBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>• Librarian</td>
</tr>
<tr>
<td></td>
<td>• Media Specialist</td>
</tr>
<tr>
<td></td>
<td>• Web Librarian</td>
</tr>
<tr>
<td></td>
<td>• Special Collection Researcher</td>
</tr>
<tr>
<td>Fitness Center</td>
<td>• Athletic Trainers</td>
</tr>
<tr>
<td></td>
<td>• Lifeguard</td>
</tr>
<tr>
<td></td>
<td>• Equipment Supervisor</td>
</tr>
<tr>
<td></td>
<td>• Front Desk Attendants</td>
</tr>
<tr>
<td>Facilities</td>
<td>• Plumber</td>
</tr>
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<td></td>
<td>• Electrician</td>
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<td></td>
<td>• Janitorial</td>
</tr>
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<td></td>
<td>• Groundskeeper</td>
</tr>
</tbody>
</table>
Essential Components of Developing Job Site Visits

What You Need to Do at the High School Level

Assess Student Career & Job Site Interests. In order to make this program meaningful for each student, it is essential to assess students’ career interests. Students take commercial interest inventories such as the Career Decision Making System Revised, Level 2 and Bridges Online Explorer as well as school-based surveys. (See Appendix A for a description of specific assessments). While it is ideal to match all visits with student interests, this is probably not possible due to the difficulties in scheduling visits with university employers. It is also important to note that this is a career exploration program. There are many benefits to exposing students to work environments and careers, which they have never considered. For example, before visiting the library the only job students could name was librarian. Afterwards they could name at least five different jobs. To help students through the career exploration process it is necessary to provide on-going assessments and reflections. Part of this process is having students rank order their interests in potential job sites and explain their rankings as a baseline measure (Form C-1).

Prepare Students for Visits. Although students have been on campus for the community mapping activity, this is their first experience with site-based career exploration. To make the most of the visits, the Transition Coordinator helps students prepare ahead of time. Pre-site exploration is done in many ways. Students can research sites and jobs on-line or the teacher can simply provide the students with relevant information. All students should write a job related question on a note card beforehand to be asked on the visit. It is important to help students develop job-related questions as a way for them to focus on job information and stay engaged throughout the visit. Job site visit rules and expectations should be thoroughly reviewed and enforced throughout the program (See Form C-2).

Chaperone & Supervise Students. The University Coordinator, Transition Coordinator or other available professionals can chaperone visits. The presence of a responsible professional ensures that students adhere to high behavioral standards. It is important to stress the importance of being on time, prepared, active, and engaged in the visit. While on the university campus and in places of employment students are expected to behave as though they are job seekers. The chaperone ensures that students ask their prepared questions as well as ask follow up questions. The chaperone can also help clarify information students do not understand. As this is an interactive learning experience, there is ample opportunity to observe students’ social behavior in an out-of-school setting.

Reflections, Group Discussions, Poster Presentations & Thank You Notes. Site visits are not finished with the completion of the tour. In order to help students process the experience and gain the most from the visits, there are additional activities. As soon as the visit is concluded, students complete the Job Site Reflection Form (C-3). This simple form ensures that students note an overall impression of the job site and focuses their attention on essential information such as the jobs available, necessary skills, and characteristics of the workplace environment. To further reflect on the experience, students participate in teacher-led discussion sessions the following day. See Form C-5 for a list of questions and activities for these reflection sessions. Students also take turns writing and sending a thank you note. As part of the debriefing process...
students indicate their interest in the site as a possibility for job shadowing or potential internships. Students are required to select one site for a more comprehensive reflection, which includes a class poster presentation (Form C-4).

**What You Need to Do at the University Level**

*Meet & Prepare Employers.* Once a department has agreed to participate in the program, the job site visit is the first stage of participation. This is the employers’ first interaction with the students and it is important to prepare the employer. Employers are provided a brief overview of learning disabilities, the school and students, and students’ expressed job interests (Form C-6). Employers also receive Job Site Visit Guidelines (Form C-7) and the University Coordinator is available by phone or email to answer questions and provide support for planning the visit.

*Schedule Student Job Site Visits.* It takes time to develop the relationships with employers to set up job site visits. As the program develops it is possible to have a large variety of job sites that participate in this component of the program. This allows different student groups to go to separate job site visits at the same time. Each student group visits a different job site each week for nine weeks. Visits last approximately one hour. Scheduling can be a complicated process. To simplify the process, we have found that it is important to give employers advance notice and a number of possible dates for the visit.

*Follow Up With Employers.* Upon completion of the job site visits, the University Coordinator checks in with employers to thank them for their time and to get feedback. We have found that after the job site visit, most employers, who were uncertain about hosting students for job shadowing, choose to do so and continue to participate in the program.
Things to Consider…

- Remember that the focus of the visit is to learn about the workplace and available jobs. This concept is sometimes difficult for students and employers to grasp. At first, employers tended to give a tour, and without prepared questions, students would ask questions of interest not focused on career exploration (such as types of music played by the radio station). The focus is supposed to be on jobs, job responsibilities and observing different workplace environments. It is important to plan with employers in advance, and ensure that each student has relevant job-related questions.

- Help employers make their presentations interactive and tailor their presentations to the students’ needs and interests. Many employers are not used to working with high school students and it is important for them to provide explanations and demonstrations and not simply lecture for an hour.

- Help students keep an open mind. This is a great way for students to realize that there are many jobs at each work site.

- Following each job site visit, students are given the opportunity to eat lunch on campus. The Transition or University Coordinator supervises the lunches at a campus food court. Students are asked to bring their own money or bring their own lunch. This is a great opportunity for students to experience a university student environment as well as work on independent living skills such as managing money, time and ordering food.
### Table 2: Job Site Visit Timeline

<table>
<thead>
<tr>
<th>JOB SITE VISIT EXPERIENCE</th>
<th>Timeline</th>
<th>High School</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Preparation</strong></td>
<td>Month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Assess Student Career &amp; Job Site Interests</td>
<td>January-March</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.2 Schedule Site Visits</td>
<td>January-March</td>
<td>✓</td>
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<tr>
<td>1.3 Prepare Employers</td>
<td>February</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.4 Prepare Students for Visits</td>
<td>February</td>
<td>✓</td>
<td></td>
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<tr>
<td><strong>Step 2: Job Site Visit</strong></td>
<td>Month</td>
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<tr>
<td>2.1 Supervise Students During Visit</td>
<td>March-April 1 hour each week</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.2 Assess Student Career and Job Site Interests</td>
<td>March-April</td>
<td>✓</td>
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<tr>
<td><strong>Step 3: Follow Up</strong></td>
<td>Month</td>
<td></td>
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</tr>
<tr>
<td>3.1 Follow-up with Employer Partners</td>
<td>March-April after each site visit</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.2 Follow-up with Students (Reflections, Group Discussions, Posters, Thank You Notes)</td>
<td>March-April The week after site visit</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>3.3 Assess Student Career Interests &amp; Job Shadowing Preferences (See Career Assessment and Transition Planning Assessment)</td>
<td>March-April</td>
<td>✓</td>
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</tr>
</tbody>
</table>
**Forms**

C-1  Job Site Ranking Sheet

C-2  Job Site Rules and Expectations

C-3  Job Site Reflection Form

C-4  Poster Presentation

C-5  Job Site Visit Reflection Questions and Activities

C-6  Student & School Overview

C-7  Job Site Visit Guidelines
### C-1 Job Site Ranking Sheet

In order to do an initial assessment of student interest, students are given a list of all of the possible job sites at the beginning of the course. Students cut out each title and glue them in order of their preference.

Name______________________________ Date________________________

**JOB SITE RANKINGS**

<table>
<thead>
<tr>
<th>Most Interesting</th>
<th>1</th>
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<th>Least Interesting</th>
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</tbody>
</table>

©George Washington University
C-2  Job Site Visit Rules and Expectations

C.I.T.Y. Program
Behavior Contract

As on any trip off school grounds, students will be expected to follow the Kingsbury Code of Conduct while representing the school during our visits to the George Washington University (GWU). Because we will be visiting professional work places where people are taking time out of their busy schedules to meet with us, behavior expectations will be strictly enforced. Below are the behavioral expectations for students during our time on the GWU campus:

1. Show respect towards GWU staff, teachers, and fellow students.
2. Follow job host and teacher instructions at all times.
3. Dress appropriately and professionally.
4. Turn off and put away all personal electronics including cell phones and music players.
5. Refrain from using inappropriate language and hand gestures.
6. Stay with the group at all times.

Any behavior that is not professional or does not reflect the code of conduct will result in immediate removal from the site visit.

Should a student be removed from a site visit, he or she will need to complete an alternative job site visit assignment in order to earn the privilege of visiting GWU again. Any student who is removed from two site visits will permanently lose the privilege of leaving Kingsbury for future site visits and job shadowing and will not be eligible to apply for a summer internship.

I have read this behavior contract and understand that I am expected to behave professionally when I am visiting the GWU campus. I further understand that I will be removed from a site visit if my behavior is not professional and that this may cause me to lose the privilege of visiting GWU during future site visits and job shadowing.

___________________________________  ___________________
Student Signature                     Date

___________________________________  ________________
Parent Signature                      Date
C-3 Job Site Reflection Form

After each job site visit, students complete the following form to help them remember and reflect on the process.

WORKSITE OBSERVATIONS

<table>
<thead>
<tr>
<th>Worksite:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jobs available:</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
<tr>
<td>Skills needed to work at this site:</td>
</tr>
<tr>
<td>Do people in this job mostly work... (circle one)</td>
</tr>
<tr>
<td>By themselves</td>
</tr>
<tr>
<td>As part of a team</td>
</tr>
<tr>
<td>Do you think that most days at this job... (circle one)</td>
</tr>
<tr>
<td>Would be the same</td>
</tr>
<tr>
<td>Would be different everyday</td>
</tr>
<tr>
<td>How do people dress? (check one)</td>
</tr>
<tr>
<td>___ very casual (jeans &amp; t-shirt)</td>
</tr>
<tr>
<td>___ business casual (nice pants &amp; shirt)</td>
</tr>
<tr>
<td>___ casual (jeans &amp; nice, tucked in shirt)</td>
</tr>
<tr>
<td>___ formal (suit &amp; tie)</td>
</tr>
<tr>
<td>Most interesting part of the worksite:</td>
</tr>
</tbody>
</table>
C-4 Poster Presentation

Each student is responsible for completing a poster presentation on the job site visit of their choice.

Job Site Visit Expectations & Reflection Project

Each week during February and March, we will visit a different job site. During the job site visit, we will learn about the various jobs, the different job environments and the qualifications and requirements to obtain and keep these jobs.

Each week you are required to:

- Participate in the job site visit.
- Bring a note card with a question about the job site to the visit. Find out and write down the answer during the visit on your note card. (Only ask the question if the presenter has not already answered your question during the visit.)
- Complete the reflection sheet at the end of the visit.

Each student is also required to complete an individual poster and presentation on one of the site visits.

- Sign-up for your preferred job site presentation and write down the dates.
- Pay close attention at the job site visit during your presentation week.
- At the end of the presentation, ask the teacher for a copy of your reflection sheet and note card.
- For homework, create a poster and presentation based on the job site visit. Use the poster and presentation guidelines to create your project.
- Present your poster at the beginning of the class following the job site visit.

JOB SITE PRESENTATION: ______________________________________
VISIT DATE: ______________________________________
PRESENTATION DATE: ______________________________________

Expectations for the Poster

<table>
<thead>
<tr>
<th>Worksite:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jobs available:</td>
</tr>
<tr>
<td>Skills needed to work at this site:</td>
</tr>
<tr>
<td>Do people in this job mostly work...(circle one)</td>
</tr>
<tr>
<td>By themselves</td>
</tr>
<tr>
<td>Do you think that most days at this job...(circle one)</td>
</tr>
<tr>
<td>Would be the same</td>
</tr>
<tr>
<td>How do people dress? (check one)</td>
</tr>
<tr>
<td>___very casual (jeans &amp; t-shirt)</td>
</tr>
<tr>
<td>___casual (jeans &amp; nice, tucked in shirt)</td>
</tr>
<tr>
<td>Most interesting part of the worksite:</td>
</tr>
<tr>
<td>Your Note Card Question and Answer</td>
</tr>
</tbody>
</table>
Your presentation must be 3 minutes long.

Describe what is on your poster.
  - Tell us about the worksite.
  - What jobs are available?
  - Skills that needed at this site.
  - Describe the work environment.
    - Do people work in teams or by themselves?
    - Are the work days the same or different?
    - How do people dress every day?

Add your personal reflections and observations of the job site.
  - Could you see yourself working here?
  - What did you like about the job site?
  - What did you dislike about the job site?
C-5  Job Site Visit Reflection Questions and Activities

In order to focus student reflection on the job site visits and to assess learning during the job site visits, whole class, teacher led reflection sessions can be held after each job site visit. Below is a list of questions and activities that can be used during these reflection sessions.

**Questions**

- Describe the department that was visited. What did you see, hear, smell, and touch?
- What were the jobs that were available at the department that was visited? What work activities did you see people doing?
- What did you like best about the job site?
- What did you like least about the job site?
- What surprised you most about the job site?
- Would you be interested in working at the job site? Why or why not?
- What could you do now and in the future to prepare yourself if you wanted to work in the department that was visited?

**Activities**

- Brainstorm a list of skills that would be needed in order to work in the department that was visited. Sort these skills by where they can be acquired (on the job, high school, community college, four year college, apprenticeship, etc.).
- Journal about the experience comparing what was expected with what the student actually experienced. Or, use the reflection questions above as topics for journaling.
- Write a thank you letter to job site visit host individually or as a class thanking the host for his or her time and sharing what was meaningful about the visit.
C-6 Student & School Overview

In order to help the university employers have a better idea of the high school and students whom they are working with, an overview sheet is provided. The University Coordinator is also available to answer questions and provide ongoing support.

<table>
<thead>
<tr>
<th>GWU C.I.T.Y. Kingsbury Partnership</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>About Kingsbury Day School:</strong></td>
</tr>
<tr>
<td>• Kingsbury is a private K-12 school serving students with learning disabilities. Most of the high school students are funded through the District of Columbia Public Schools in order for them to receive an education that meets their unique learning strengths and needs.</td>
</tr>
<tr>
<td>• Of graduating seniors- 1/3 attend 4-year colleges, 1/3 attend 2-year colleges, and 1/3 enter the work force.</td>
</tr>
<tr>
<td><strong>Our Students:</strong></td>
</tr>
<tr>
<td>Kingsbury Day School is a school primarily serving students with language-based learning disabilities. This means that most of the students we work with may experience some difficulty in reading, writing, spelling, or using information that is given to them verbally. The 11th grade class at Kingsbury is participating in the C.I.T.Y. program. To support their learning, students receive instruction in a small, supportive environment at school. As a result the students are used to the small, individualized environment offered to them at Kingsbury. They need some time to adjust to the less structured environment found at most work places.</td>
</tr>
<tr>
<td><strong>Learning Disabilities:</strong></td>
</tr>
<tr>
<td>Learning disabilities are often called hidden disabilities because they cannot be seen. They do not affect a person’s level of intelligence, rather they influence the way that the brain receives, processes, and expresses information. Learning disabilities may impact a person’s ability in reading, writing, spelling, math, or remembering and organizing information. These difficulties do continue to have an effect on some people at work. Unfortunately, these problems cannot be cured, but with the right support, people with learning disabilities lead very successful lives.</td>
</tr>
<tr>
<td><strong>CITY Program Mission:</strong></td>
</tr>
<tr>
<td>GWU is partnering with the Kingsbury Day School to provide high school students with disabilities the opportunity to explore and prepare for different options in their transition to adulthood. This is a five year partnership that aims to improve post high school success through academic and career investigation, job shadowing and internships.</td>
</tr>
<tr>
<td><strong>GWU Employer Participation:</strong></td>
</tr>
<tr>
<td>1. GWU University Coordinator will meet with site staff to learn about positions and to train staff on working with student interns.</td>
</tr>
<tr>
<td>2. Job Site Visit:</td>
</tr>
<tr>
<td>• Plan a 1 hour presentation for students to tour facilities and learn about positions, their responsibilities and challenges.</td>
</tr>
<tr>
<td>• Host two groups of Kingsbury students during two separate sessions held between February and April.</td>
</tr>
<tr>
<td>3. Job Shadowing Program:</td>
</tr>
<tr>
<td>• Students will shadow an employee on the job for a 2 hour period.</td>
</tr>
<tr>
<td>• Participate in a student interview and provide an overview of what to expect during a typical day.</td>
</tr>
<tr>
<td>4. Students will have the opportunity to apply for 10 internship spaces. Once selected, students will be awarded 5 week internships in the position they shadowed. Summer internships will be 15-20 hours a week.</td>
</tr>
</tbody>
</table>

This is an exciting opportunity for GWU to support DC youth and we appreciate your participation!
C-7  Job Site Visit Guidelines

To help university employers feel more comfortable presenting to high school students, the following guidelines are provided.

<table>
<thead>
<tr>
<th>EMPLOYER SITE VISIT GUIDELINES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce yourself</strong></td>
</tr>
<tr>
<td><strong>Tour of your workplace</strong></td>
</tr>
<tr>
<td><strong>Description of jobs</strong></td>
</tr>
<tr>
<td><strong>Questions</strong></td>
</tr>
<tr>
<td><strong>Handouts</strong></td>
</tr>
</tbody>
</table>
Job Shadowing

Job shadowing is an opportunity for students to spend two hours experiencing the tasks associated with particular jobs. Based on student interest, career assessments, responses to job site visits, and scheduling needs, students participate in two different job shadowing experiences. During this experience, students are matched with an employee at a worksite. The student follows the employee to learn about the daily responsibilities and work expectations of the job. Each experience is individually arranged by the University Coordinator. The high school takes responsibility for transporting students to and from job shadowing.

Essential Components of Developing a Job Shadowing Opportunity

What You Need to Do at the High School Level

Assess Student Interests & Determine Student Job Shadowing Placements. Throughout the C.I.T.Y. program, students rank their job site preferences and reflect on each job site visit experience. A summary sheet (Form D-1) documenting each student’s experiences, interests, and assessments helps guide student-teacher conversations and decisions regarding student job shadowing choices. Job shadowing placements are determined based on student preferences and teacher recommendations.

Prepare & Supervise Students. Job shadowing is a big step for the students. During the job shadowing experience, students will need time to prepare for job shadowing since their last visit to campus was a job site visit in which they were supervised by a teacher. To prepare for job shadowing, students receive a folder of information containing details about the job shadowing experience and how to make it a positive experience. Folders include a job shadowing overview sheet (Form D-2), interviewing guide (Form D-3), student and employer evaluations (Forms D-4, & 5), and are personalized with the student’s resume. The information is reviewed as a group and students have the opportunity to ask questions. When it is time for job shadowing, students are taken to each job site and introduced to the employee whom they will job shadow. Students are given the University Coordinator’s phone number to call in case of emergency and after completing the two-hour job shadowing experience students return to school.

Follow Up With Students. Upon completion of each job shadowing experience, students complete an evaluation (Form D-4). Students use the form to reflect on the experience, reinforce what he/she has learned, and decide whether the job would be an appropriate internship placement.
What You Need to Do at the University Level

Schedule Job Shadowing Experiences. All C.I.T.Y. employer partners have a choice as to the level of commitment they make to the program. Employers interested in providing job shadowing experiences determine their availability and how many students they can accommodate. Job shadowing requires a two hour time commitment and an employee’s willingness to share the job experience with a student. After the job site visits, the University Coordinator will follow up with employers to determine the level of interest in continuing to participate in the job shadowing activity as well as the possibility of hosting an intern.

Prepare Employers/Job Shadowing Hosts. Job shadowing occurs after students have received a tour during the job site visit. Therefore, it is important to provide guidance and support for how employers can host a high school student for two hours (for someone who is not a teacher this could be quite an intimidating task). The University Coordinator works with the employers to help create an experience for the student that builds on the job site visit. Job shadowing is an opportunity for students to see what happens on specific jobs and to take part in the work. Employers are provided with job shadowing host guidelines (Form D-6) and suggestions for creating a meaningful job shadowing experience.

Follow-Up With Employers. Employer feedback is helpful in evaluating individual student performance as well as program effectiveness. Employers provide a new view on individual student’s behavior and experience. At the end of their shadowing experiences, students give employers the evaluation (Form D-5) and a stamped envelope to mail to the school.
Things to Consider…

- Employers are volunteer participants in this program, it is important to be considerate of the job shadowing host’s time and needs.

- Prepare, prepare, and prepare students for the experience. While you have been working with students on job skills, sometimes these skills are not easily generalized to the workplace. For example, one of our students was very excited to get his first choice placement at the Fitness Center. However, it was not quite as exciting as he expected and he fell asleep helping out at the front desk. He did not realize why this was inappropriate. This employer feedback provided information that the Transition Coordinator used to teach the student about appropriate work behavior.

- Consider student and employer needs when scheduling job shadowing. It is important to gauge the amount of time necessary, to make the experience meaningful for both the student and the employer.

- If possible, provide more than one job shadowing experience for each student. It is important to give students the opportunity to have a variety of experiences to help them make educated decisions concerning their internship choices. Students should choose their internship placement based on career interest and not simply because they have only one job shadowing experience.

- Start small because it takes a lot of work to schedule job shadowing and prepare students and employees for the experience and then to make it happen. It is better to provide students with one quality experience than multiple less meaningful ones.

- Kingsbury Day School had the advantage of a student half day each Wednesday. Job shadowing experiences were scheduled during these half days.
Table 3: Job Shadowing Timeline

<table>
<thead>
<tr>
<th>JOB SHADOWING EXPERIENCE</th>
<th>Timeline</th>
<th>High School</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Preparation</strong></td>
<td>Month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Assess Student Interests</td>
<td>Ongoing</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>1.2 Schedule Job Shadowing</td>
<td>March</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>1.3 Determine Student Placements</td>
<td>April</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>1.4 Prepare Employers/ Job Shadowing Hosts</td>
<td>April</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>1.5 Prepare Students for Visits</td>
<td>April</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td><strong>Step 2: Job Shadowing</strong></td>
<td>Month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Transport Students to and from Job Shadowing</td>
<td>April-June</td>
<td>2 hours each week for 2 weeks</td>
<td>√</td>
</tr>
<tr>
<td><strong>Step 3: Follow Up</strong></td>
<td>Month</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Follow-up with Students</td>
<td>April-June</td>
<td>After each site visit</td>
<td>√</td>
</tr>
<tr>
<td>3.2 Follow-up with Employers/ Job Shadowing Hosts</td>
<td>April-June</td>
<td>The week following the site visit</td>
<td>√</td>
</tr>
<tr>
<td>3.3 Assess Student Career Interests and Internship Preferences (See Career and Transition Assessments)</td>
<td>Ongoing</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>
Forms

D-1  Summary Sheet

D-2  Job Shadowing Overview Sheet

D-3  Interviewing Guide

D-4  Job Shadowing Student Evaluation

D-5  Job Shadowing Employer Evaluation

D-6  Job Shadowing Host Guidelines
D-1 Summary Sheet

Students and teachers complete this form together throughout the semester to help students keep track of and reflect on their experiences.
D-1 Summary Sheet Example

NAME: Jane Doe
DOB: 10/19/1990

Transition Goals: (Date: 08/10/10)
Post-secondary Education: 4 year college, possible major: pre-law, law school
Career Interest: Attorney
Living: Live on campus in the Dorms, join clubs, part-time job

Write in Student’s Transition Goals
Write in Clubs & Activities

Clubs & Activities
Student Council—SGA
President, Community Service Club, Prom Committee

Work Experience: volunteer at local, state, national campaigns as well as a part-time employee at a toy store for 1 year

Job Site
1. Police Station
2. GW Bookstore
3. General Counsel’s Office
4. Facilities
5. Radio Station
6. Lerner Health and Fitness
7. Theatre and Dance
8. Catering
9. Gelman Library
10. Student Technology Services
11. Parking Services

After job site visit, check to see where student wants to job shadow

CAREER ASSESSMENTS:
- Job Site Rankings (2/23/09)
- Career Decision-Making System Revised (2/25/09)
- Keirsey Temperament Sorter (3/25/09)
- Workplace Success Modules (4/29/09)

Student/ Teacher Meeting: Based upon the job site visits, job shadowing experiences, and personal career preferences, Jane would like to intern at the General Counsel’s office this summer.

Have a meeting with a student to discuss possible internship sites

Student description of job shadowing experiences

General Counsel
Like
WHY? I love working in an office setting & seeing how lawyers work together.

Dislike

GW Bookstore
Like
WHY? I didn’t like the bookstore because I didn’t find the tasks challenging.

Dislike

Insert all assessments that the student completed
D-2 Job Shadowing Overview Sheet

In each job shadowing folder, students receive an overview of the job shadowing process. This sheet provides a clear understanding of the process and the student responsibilities.

JOBSHADOWING

WHAT IS JOB SHADOWING?
Job shadowing is an opportunity to visit a job site and to see what employees do on a daily basis. You will take part in a 2 hour job shadow on the GWU campus where you will meet a job shadowing host and get an up-close and ‘real life’ look at what employees in your chosen field do on a typical day. The possible job shadowing sites include: the radio station, the library, the fitness center, the general counsel’s office, the athletic center and GWU’s instructional support services.

WHY AM I DOING JOB SHADOWING?
• To learn more about a particular job
• To determine if this would be a place where I would want to apply for a summer internship
• To give the employer an opportunity to meet you before the internship interview

WHAT ARE MY RESPONSIBILITIES?
• Job Shadowing
  o Be on time
  o Be dressed professionally
  o Bring your resume and questions to ask the job host
  o Actively participate and have a positive attitude
  o Follow organization safety, security and other business policies and procedures
  o Be courteous. You are representing yourself and your school
  o Ask questions

• After the Job Shadowing Experience
  o Give the job site supervisor an evaluation form to mail back to school.
  o Complete a Student Evaluation
  o Write a thank you note to your job site host
D-3 Interviewing Guide

To help the student feel more comfortable and to get the most out of the job shadowing experience, students are provided with sample questions to help guide an informative conversation.

Name: ________________________________

**Job Shadowing Interview**

In order to help you understand the job you are shadowing better, we would like you to interview your host. Here is a list of questions to help you with the interview. Please take notes during the interview to help you remember what the host says.

What is your job title? ___________________________________________
What are your responsibilities?
___________________________________________________________________________________
What is a typical day like for you?
___________________________________________________________________________________
What do you like most about your job?
___________________________________________________________________________________
Why did you choose this type of work?
___________________________________________________________________________________
How much education do you need for this job?
___________________________________________________________________________________
Do you need more job training after you have finished your education?
___________________________________________________________________________________
Do you read every day on this job? How well do you have to be able to read?
___________________________________________________________________________________
Is math important for your job? How?
___________________________________________________________________________________
Do you need to use good speaking skills to do your job well?
___________________________________________________________________________________
Do you use a computer for this job? How?
___________________________________________________________________________________
Do you ever have to work in teams at your job?
___________________________________________________________________________________

*Adapted from "Job Shadowing: How to have a Successful Groundhog Job Shadow Day" by Junior Achievement.*
D-4  Job Shadowing Student Evaluation

Immediately upon completing the job shadowing experience, the student fills out the student evaluation. This form is used to help with internship placements and improve the program.

<table>
<thead>
<tr>
<th>JOB SHADOWING STUDENT EVALUATION FORM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students- please take a few minutes to evaluate your job shadowing experience.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The host was knowledgeable about the job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The job shadowing was interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. The job shadow lasted the right amount of time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I am still interested in applying for an internship at this site.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. What did you like most about the job shadowing experience?

2. What did you like least about the job shadowing experience?

3. What was the most important thing you learned today?
D-5  Job Shadowing Employer Evaluation

In order to evaluate the students during job shadowing and to keep the high standards of the program, employers are asked to complete an evaluation after each job shadowing experience. This simple form allows employers to easily provide helpful information. Employers are asked to mail the form back to the school.

Job Shadowing Employer Evaluation Form

We wish to thank you for your valuable assistance and participation with our school’s job shadowing project. Please help us to evaluate the students.

Name and title: ____________________________________________________________

Work Contact Information: (email, phone, address)
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Student: _________________________________________________________________

Please circle the appropriate answer:

1. Did the student arrive at your location one time:  YES  NO
2. Did the student show interest?  YES  NO
3. Did the student ask questions during the visit?  YES  NO
4. Did the student behave courteously?  YES  NO
5. Did the student dress appropriately?  YES  NO
6. Would you be willing to host a student again?  YES  NO

Would you consider this student for an internship? Why or why not?
____________________________________________________________________
____________________________________________________________________

Recommendations for Improvement:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Adapted from: Implementing a Local School-to-Work Partnership: A Series of How-To Modules, Module 0 Work Based Learning, School to Work Division, Oklahoma Department of Vocational and Technical Education, 1996
D-6  Job Shadowing Host Guidelines

These guidelines provide suggestions, to help employers plan for the two hour job shadowing experience. Employers are encouraged to expose students to life in the workplace and to have the students participate in workplace activities.

Employer Guidelines for Job Shadow

The following suggestions will help you plan your day before students join you so that everyone can get the most out of this experience.

Greet the Student- The student should be greeted as an adult business associate, with a handshake and a warm hello.

Introduce Yourself (5 minutes)- Provide your name, job title, and a business card if you have one. Let the student know that you are hosting them because you think that it is important that they see what it is like for adults after they have finished school and begin working. Encourage them to ask questions during your time together.

Ask to See the Student’s Resume (15 minutes)- Explain that a resume is used by employers to learn about an applicant’s education and experience. Ask to see the student’s resume and use it as a conversation tool to help you and the student get to know each other.

Consider discussing these items:

Interests and Hobbies- Students should feel comfortable discussing this topic as they will not feel like they are being tested by you. Ask the student to explain their hobbies to you and why they are important to them.

Community Service- Congratulate the student for the community service they have listed and ask them to tell you about their experiences. Let them know that community service helps to improve their community, can help them get into a post-secondary program, and is a great opportunity to gain job skills.

Career Interests- Ask the student about his/her career interests. If possible, relate it to any careers in your workplace. If the student is not sure, reassure her/him that it can take a long time to find the right career.

Job Experience- Talk about the student’s job experience positively. What did the student like? What did the student learn from the job? Talk about jobs that you had when you were a student and how those jobs helped you learn about working.

Special Skills- If the student has listed any special skills tell the student why those skills are important. Encourage the student to keep working on those skills and to learn new ones. The more skills the student has, the more he or she will likely be able to earn. Tell the student about any special skills that you have. You will be able to demonstrate these skills during the shadowing experience.

Education- This is an opportunity to encourage students to keep working hard in school. Tell the student about the education that you have completed and the education that is required for your job and other jobs in your workplace.

****While we encourage all of our students to participate in some sort of post-secondary program where they can increase their skills and education, college is not the most appropriate choice for many. Please encourage the students in any post-secondary education or training they seek to pursue.
**Student Interview** (20 minutes)- To help the student learn more about your job, suggest that the student conduct an interview with you using their interview sheet. Be sure to give the student enough time to write down the answers on the worksheet. Answer your questions thoughtfully. Some questions students might ask are:

- What is your job title?
- What are your responsibilities?
- What is a typical day like for you?
- What do you like most about your job?
- Why did you choose this type of work?
- How much education do you need for this job?
- Do you need more job training after you have completed your education?
- Do you read every day on this job? How well do you have to read?
- Is math important for your job? How?
- Do you need to use good speaking skills to do your job well?
- Do you use a computer for this job? How?
- Do you ever have to work in teams at your job?

**Tour of Your Workplace** (20 minutes) - Give the student a tour of your workplace, pointing out any interesting or important areas and different types of jobs that are done at your workplace.

**Job Shadowing** (1 hour) - The rest of the time can be spent with the student shadowing you as you work. This can be a good opportunity to demonstrate to students some important workplace skills. See the “Suggestions for Demonstrating Workplace Skills to Students” below to help you do this.

**Suggestions for Demonstrating Workplace Skills to Students**

**Telephone Skills**- Demonstrate how to answer the phone and teach the student what is appropriate. If you often use the phone as a part of your job, consider demonstrating communication skills by allowing the student to listen to a few calls on speakerphone. Be sure to introduce the student to the caller and let the caller know that you have the student listening in. Consider creating a list of calls ahead of time that will help the student to understand your job better.

**Computer Skills**- Show the students the different ways that you use a computer as a part of the job, demonstrating how you use different programs whenever possible. You could ask for the student’s advice on how to express ideas in a report that you need to type using a word processor or in an email. You could also consider copying a spreadsheet or graphic software file and letting the student manipulate the data or help design some part of a project you are working on.

**Equipment**- Show the student and consider letting them experiment with other equipment that you use as a part of your job. You could show them how to use and even let them try the copy machine, fax, postal meters or other equipment in your office.

**Client/Customer Contact**- If your job requires that you have contact with customers or clients, have the student observe you working with these people and talk about the interaction afterwards.

**Meeting Skills**- If appropriate, you may have the student accompany you to a meeting. Before the meeting, give the student some background information so that he/she can better understand what is happening. It may be difficult for the student to sit through a meeting that lasts more than 30 minutes or a meeting that includes a lot of technical terms that the student would not be familiar with.

**Presentation Skills**- If appropriate, show the student a presentation that you are working on. You could practice the presentation with the student and ask for feedback. Then you could give the student an opportunity to share his ideas for improving the presentation. Encourage all of the student’s ideas.

**Academic Skills**- Show the student examples of the type of reading, math, and writing that your job requires.

*Adapted from “Job Shadowing: How to have a Successful Groundhog Job Shadow Day” by Junior Achievement.*
**Paid Internships**

Internships are an opportunity for students to experience the job application process, a career of interest, and experience in the workplace. As interns, students work 20 hours a week for five weeks during the summer. This schedule allows students to engage in internships as well as attend summer school or extended school year classes. Monday through Thursday students are at their job site for four hours each day. Every Friday they participate in career development workshops. Students are responsible for their own internship transportation and receive a free pass to ride public transportation as one of their ‘employee’ benefits organized by the Transition Coordinator. The HSC Foundation provides the funds to pay the interns ($8.25 per hour) and internship pay is issued by the Kingsbury Day School. At the conclusion of the summer internship program, a simple closing reception is held to recognize and celebrate student and university employer participation.

**Essential Components of Developing an Internship Program**

**What You Need to Do at the High School Level**

*Present Possible Internships & Review the Application Process.* After job site visits and job shadowing experiences are completed, students have the opportunity to apply for summer internships. Some departments, such as the police department, who host job site visits and job shadowing, are unable to offer internships due to the nature of the work. As all job sites are not participating in this phase of the program, students must be aware of available positions and that they may not receive their first choice placement. Placement information is presented to the students as part of the internship application process (Form E-1). After students review placement information, they have one week to complete the internship application. The Transition Coordinator provides assistance with this process during and after school.

*Interviews & Selection Process.* The initial process takes place entirely at the school. After submitting the application, students are interviewed by a range of personnel, who can include teachers, counselors, administrators, as well as the Transition and University Coordinators. Students then have on-site interviews with university employers. The interview and selection process is designed to help students understand the responsibilities involved in becoming an intern and provides an opportunity to practice interviewing skills. Placement determinations are based on students’ ability to successfully complete the application process and how well student interests and skills match work site needs.

*Job Offers, Paperwork & Recognition.* Once all of the positions have been assigned, students receive an acceptance letter (Form E-2) and contract (Form E-3) signed by the Transition Coordinator. The accomplishment of acceptance for a summer internship is recognized at the school’s end-of-year assembly.
**Orientation.** To help complete all of the pre-employment paperwork, learn to navigate campus, and prepare for their internship experience, students participate in an internship orientation at the university run by the University Coordinator. This orientation is an opportunity for students to obtain their campus photo identification cards, review the internship handbook (Form E-4), and finalize their work schedules. During the summer, students become university employees and have their own university ID card. The ID card gives students access to the various university facilities as well as entry to their individual job sites. This process of gaining employee status is an important step that takes planning and coordination with the university. The University Coordinator is responsible for the planning and coordinating with the university departments in obtaining employment status for the students.

**Student Supervision & Weekly Evaluations.** The University Coordinator is available on campus during internship hours in case of an emergency. The University Coordinator serves as the internship supervisor conducting observations of the students and collecting weekly performance appraisals from the employers.

**Weekly Career Development Workshops.** Each Friday, students participate in career development workshops at the high school. These workshops allow students to address any workplace issues and improve job skills. Students spend time fine-tuning their resumes, learning about unwritten workplace rules, and preparing for their final internship presentation. During the workshops, students complete a variety of career and work place assessments (see Appendix A). These formal and informal assessments provide opportunities for students to learn how to self-assess areas of strength and need in relation to career fields. They also work in small groups and meet individually with the Transition Coordinator to receive and use feedback effectively and discover how to disclose as well as self-advocate regarding their disability in the workplace. Throughout the workshops, students work towards a final project, which explains what they learned during their internships. Students are encouraged to make their projects as engaging as possible through use of video, pictures, and examples of their internship work. Students present their projects at an end-of-internship reception on the university campus attended by parents, employers, university faculty and C.I.T.Y. personnel.

**What You Need to do at the University Level**

**Determine Sites, Positions, & Working Hours:** Before students are offered jobs, university employers must decide how many interns they want and what positions are available. Employers are responsible for supervising the interns and determining working hours. Students work four hours a day. A half day gives the students enough time to truly experience the workplace without completely taking over the employer’s work week. While student interns make real contributions to the workplace, they still require supervision and support from the employer (See Form E-6 form for examples of internships.)
Obtain University Identification Cards for the Interns. In order to give student interns access to the internship sites, each needs a university ID card. The University Coordinator works with the identification card office to enter students into the system and set up appointments for students to have their picture taken and receive their cards. Having ‘college’ identification cards helps students feel a part of the university community. They are able to use the cards in the same way as other university employees and students, including putting money on their cards to purchase food at any of the eating establishments on campus.

Provide Support and Maintain Weekly Contact with Employers. During the internship period, the University Coordinator monitors students’ internship performance and is available to address issues identified by students, parents or employers. The University Coordinator is available on campus in case of an emergency.

Conduct and Complete Follow Up Evaluations with Parent, Students, and Employers. After the internship is completed, the University Coordinator follows up with all students, parents, and employers to gather feedback on the C.I.T.Y. program. The University Coordinator compiles all data to provide feedback to the faculty at the University as well as the faculty at Kingsbury Day School. The C.I.T.Y. program makes improvements based on the evaluations to continue the success of the program (See Forms E-7 through E-9 for student, parent, and employer evaluations.)
**Things to Consider…**

- It may be difficult to recruit students for internships given competing summer opportunities. We found it helpful to inform parents and students about this opportunity early in the school year. As mentioned previously, it is essential to have a meeting with parents to share the advantages of this unique opportunity for students.

- For most students, this is their first job. There is definitely a steep learning curve as students take on more responsibilities and learn workplace norms. Be aware of the different workplace environments where students are placed as well as the various unwritten rules at the individual job sites. Students can struggle to understand the subtleties of nonverbal communication and to determine the unwritten rules in the workplace.

- University departments are very dynamic workplaces and supervisors change often. Supervisors may also be undergraduate or graduate students who do not have experience in providing strong guidance for new employees. Thus, it is important to have a University Coordinator who can provide on-site monitoring.

- The University Coordinator works closely with employers to help identify appropriate work experiences that are important to the employer but also challenging to students. The program expectation is that interns will be treated like any other employee. They must show up to work on time, dress appropriately, and follow workplace rules and etiquette. Due to the unique nature of this program, employers are aware that the students have disabilities and employers are oriented to how students’ learning disabilities may affect their ability to process information on the job. Employers are encouraged to invite students to self-disclose and self-advocate.

- Students are on summer vacation and although the program is run by the high school, this is a real work experience and must be treated as one. Thus, an internship contract is strongly advised between the student and the high school to determine exactly what is expected of the student during the paid internship experience. It is expected that students treat this as a serious experience and display a high level of maturity in completing this internship experience.
### Table 4: Internship Timeline

<table>
<thead>
<tr>
<th>SUMMER INTERNSHIPS</th>
<th>Timeline</th>
<th>High School</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1: Preparation</strong></td>
<td><strong>Month</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 Determine Sites, Positions, &amp; Working Hours</td>
<td>May</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.2 Present Application Process to Students</td>
<td>June</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.3 Interviews and Selection Process</td>
<td>June</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.4 Distribute Job Offers &amp; Working Papers</td>
<td>June</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.5 Obtain University Identification Cards for the Students</td>
<td>June</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>1.6 Student Orientation</td>
<td>July</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Step 2: Internships</strong></td>
<td><strong>Month</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 Student Supervision &amp; Weekly Evaluations</td>
<td>June-August</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.2 Weekly Career Development Workshops</td>
<td>June-August</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>2.3 Provide Support and Maintain Weekly Contact with Employer Partners</td>
<td>June-August</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Step 3: Follow-Up</strong></td>
<td><strong>Month</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.1 Plan Closing Reception</td>
<td>June-July</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>3.2 Complete Follow-up Surveys with Parents, Students, and Employers</td>
<td>August</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
**Forms**

E-1 Application

E-2 Acceptance Letter

E-3 Contract

E-4 Internship Handbook

E-5 Performance Appraisal

E-6 Internship Examples

E-7 Student Evaluation

E-8 Parent Evaluation

E-9 Employer Evaluation
E-1 Internship Application

The application is the 1st step in the process in applying for a summer internship. Students are offered support and are encouraged to complete the application on a computer.

<table>
<thead>
<tr>
<th>PERSONAL DATA OF JOB SEEKER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>(Last)</td>
</tr>
<tr>
<td>(First)</td>
</tr>
<tr>
<td>(Middle)</td>
</tr>
<tr>
<td>Social Security #:</td>
</tr>
<tr>
<td>Home Address:</td>
</tr>
<tr>
<td>(Street)</td>
</tr>
<tr>
<td>(City)</td>
</tr>
<tr>
<td>(State)</td>
</tr>
<tr>
<td>(Zip)</td>
</tr>
<tr>
<td>Telephone #:</td>
</tr>
<tr>
<td>(Home)</td>
</tr>
<tr>
<td>(Cell phone)</td>
</tr>
<tr>
<td>E-Mail Address:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>JOB SITE AND POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which job site would you prefer?</td>
</tr>
<tr>
<td>2. What position are you applying for?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WORK EXPERIENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Starting with your present or last job, please list all jobs you have had. Please be sure to give addresses of employers.</td>
</tr>
</tbody>
</table>

1. **Present or Last Job Title:**
   - Employer:                
   - Business Address:       
   - Dates of Employment:     
   - From:                   
   - To:                     
   - Full-time___ or Part-time___
   - Supervisor's Name:      
   - Supervisor's Telephone #: 
   - Duties:                 
   - Reason for Leaving:     

2. **Second or Last Job Title:**
   - Employer:                
   - Business Address:       
   - Dates of Employment:     
   - From:                   
   - To:                     
   - Full-time___ or Part-time___
   - Supervisor's Name:      
   - Supervisor's Telephone #: 
   - Duties:                 
   - Reason for Leaving:     

<table>
<thead>
<tr>
<th>REFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Phone #/Email:</td>
</tr>
<tr>
<td>How do you know this person?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SHORT ANSWER QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>*PLEASE COMPLETE ON A SEPARATE SHEET OF PAPER.</td>
</tr>
<tr>
<td>1. What classes are you taking or have taken that relate to your job site interest?</td>
</tr>
<tr>
<td>2. How does this internship position relate to your future career goals?</td>
</tr>
<tr>
<td>3. Why do you want this particular job site and position?</td>
</tr>
</tbody>
</table>
E-2 Acceptance Letter

After completing the application and interview process, selected students receive an acceptance letter which includes the job title, start and finish dates, and information regarding orientation.

Today’s Date

Dear (name of student),

Congratulations! After careful consideration, you have been selected to participate in the C.I.T.Y. internship program. We were very impressed with your internship application and your performance in the interview and hope that you will accept the position.

The GWU C.I.T.Y. program is pleased to offer you an internship at the (job site location). The five week internship program runs from (dates of internship). You will be scheduled to work 20 hours per week. You will work Mondays – Fridays, (hours of work) each day. There may be flexibility in your daily schedule.

Training will be held on (date) from 9:45-4:00. Please bring a government issued ID to the training day. If you do not have a government ID, please bring your school ID. For this position, you will be paid ($) per hour.

Please return the acceptance contract to (name of teacher) by (date). When you turn in your contract, you will receive your working permit which must be completed by the first day of training. We hope that you will accept the position and we look forward to working with you this summer.

Sincerely,

Your Full Name
Contact Information
E-3 Contract

Once accepted, students must return a signed agreement. This agreement indicates a commitment to participate in the full internship.

C.I.T.Y. Student Intern Agreement

Name__________________________________________School____________________________________
Home Address_____________________________________________________________________________
Home Phone_______________________________Cell Phone________________________________________
Email Address_______________________________________________________________________________
Emergency Contact Name and Phone__________________________________________________________

As a new intern of C.I.T.Y. program, I understand that:

1. I will maintain regular attendance to career workshops and at the worksite.

2. I will show honesty, punctuality, a cooperative attitude, proper grooming and dress, and a willingness to learn.

3. I will talk to my teachers, as well as the worksite supervisor, about any problems.

4. I will arrange transportation to and from the worksite. The school/program does not supervise youth to and from worksite. Parents or guardians are solely responsible for transportation.

5. The internship is a result of the partnership between Kingsbury Day School and GWU; therefore, I agree to follow all Kingsbury rules and all policies by GWU. I understand that failure to follow any rules or policies will result in termination from employment (at employer’s discretion) and/or dismissal from the program (Kingsbury’s discretion).

6. I also agree to follow computer rules/policies in the classroom and on the job site.

7. I will be responsible for completing course work at Kingsbury Day School.

8. I will follow internship rules as stated in the handbook.

I understand that in being accepted into this program, I am committing myself to work for the entire internship.

________________________________________  ____________________________________________
(Student Signature)  Date _________________  (Instructor’s Signature)  Date _________________
E-4 Internship Handbook

Students and employers receive a copy of the internship handbook provided by Kingsbury Day School. Students thoroughly review the handbook with the internship staff and must follow all policies included in the manual. Below is the table of contents from the C.I.T.Y. Internship Handbook.

<table>
<thead>
<tr>
<th>C.I.T.Y. INTERN HANDBOOK</th>
<th>Table of Contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWU C.I.T.Y. Internship</td>
<td>p.2</td>
</tr>
<tr>
<td>Schedule</td>
<td>p.3</td>
</tr>
<tr>
<td>Congratulations You Are An Intern!</td>
<td>p.4</td>
</tr>
<tr>
<td>Expectations, Intern rules, and What to do if</td>
<td>p.5-7</td>
</tr>
<tr>
<td>Forms</td>
<td></td>
</tr>
<tr>
<td>Student Evaluation</td>
<td>p.8</td>
</tr>
<tr>
<td>Student Program Evaluation</td>
<td>p.9</td>
</tr>
<tr>
<td>Intern Agreement</td>
<td>p.10</td>
</tr>
<tr>
<td>Weekly Log</td>
<td>p.11</td>
</tr>
<tr>
<td>Contact Information</td>
<td>p.12</td>
</tr>
</tbody>
</table>
E-5 Performance Appraisal

University employer partners complete a performance appraisal for the student intern each week. The appraisals are submitted to the internship coordinator who meets with the student to review his/her progress and recommendations for improvement.

Student Internship Weekly Performance Appraisal

| Name: ______________________________ | Period Appraised: ___________
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: _________________________</td>
<td>Job Title: _________________</td>
</tr>
</tbody>
</table>

**JOB PERFORMANCE**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Outstanding</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Needs Improvement</th>
<th>Unacceptable</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carries out assigned duties &amp; responsibilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks for clarification and help on tasks when needed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses work time effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly reports to work on time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents a professional appearance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates a positive attitude towards work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gets along well with others (co-workers, supervisors, customers, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**COMMENTS:**

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Supervisor Signature: ______________________________________________________
E-6 Internship Examples

These are three examples of paid internship jobs and responsibilities at the GWU campus during the summer. The job responsibilities and titles varied from site to site which offered a wide variety of skills for students to learn during the internship.

<table>
<thead>
<tr>
<th>GWU Departments</th>
<th>Job Title</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vice President and General Counsel’s Office</td>
<td>Office Assistant Intern</td>
<td>Administrative responsibilities: Basic phone, filing, copying, and computer skills in an office setting. Outcome: Teaches students effective communication and organization skills in an office setting.</td>
</tr>
<tr>
<td>Facilities</td>
<td>Facilities Intern</td>
<td>Responsibilities: Basic plumbing and repair at various campus sites. Outcome: Teaches students effective communication and problem-solving skills.</td>
</tr>
<tr>
<td>GWU Bookstore</td>
<td>Stock Assistant</td>
<td>Responsibilities: Organize inventory in the store as well as provide customer service. Outcome: Teaches students effective organization skills as well as communication skills in working with customers.</td>
</tr>
</tbody>
</table>
E-7 Student Evaluation

Student Intern Program Evaluation

Directions: Please answer the following questions on another sheet of paper.

1. Do you consider this intern experience a success for you? Why? Can you share a memorable experience?

2. Do you consider this intern experience a success for the department you worked for? Why?

3. What were some of your responsibilities?

4. How has working for this department prepared you for the workforce?

5. Were you sufficiently prepared for the C.I.T.Y. Internship?

6. Have you been able to apply the knowledge gained in your transition and C.I.T.Y. classes to your internship experience?

7. Were you able to communicate concerns and successes with the employer as needed? Can you share your experience?

8. Have your experiences given you a foundation for completing your goals?

9. What recommendations do you have to improve this program?

Name______________________________________________
Signature____________________________________________

C.I.T.Y. Intern Handbook
E-8 Parent Evaluation

Parent Evaluation

Thank you for taking you time to answer a few questions about the C.I.T.Y. program. As you know, your child participated in Kingsbury’s Career Investigations for Transitioning Youth (C.I.T.Y.) Program at The George Washington University this year. This transition program is a partnership that allows students to explore various jobs on a college campus through job site visits, job shadowing, and paid internships. This evaluation consists of seven questions. Please answer all questions.

1. What were your goals for your child’s participation in this program?
   a. Learn about career interests
   b. Learn about college
   c. Exposure to different types of jobs
   d. Learn independent living skills (taking metro, etc.)
   e. Develop social and communication skills
   f. Other-describe

2. What do you think your child learned as a participant in the C.I.T.Y. program?
   a. Basic Skills—reading, writing, speaking, listening
   b. Thinking Skills—creative thinking, decision-making, problem solving
   c. Personal Qualities—individual responsibility, self-esteem, self-management

3. What is your child doing to continue to explore career options?
4. Does your child have any plans for after high school? Please describe.
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. How do you think that C.I.T.Y. program contributed to these plans?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. What suggestions do you have for changes or additions to the program? (better parent involvement, timing of internship, type of internship work, special events, etc.)
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

7. If you were going to recommend this program to another parent what would be two points that you would make?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

E-9 Employer Evaluation

C.I.T.Y. Employer Evaluation

Thank you for taking your time to answer a few questions about the C.I.T.Y. program. As you know, your intern participated in Kingsbury’s Career Investigations for Transitioning Youth (C.I.T.Y.) Program at The George Washington University this year. This transition program is a partnership that allows students to explore various jobs on a college campus through job site visits, job shadowing, and paid internships. We value your input and your input can help us improve our program. Please answer all questions.

1. How would you rate the value of the internship experience?
   - Excellent
   - Good
   - Not very good
   - Poor

   Suggestions/Comments:

2. How would you rate the benefits you are getting out the student’s internship?
   - Excellent
   - Good
   - Not very good
   - Poor

   Suggestions/Comments:

3. How would you rate our program’s willingness to listen to and respond to your interests and needs?
   - Excellent
   - Good
   - Not very good
   - Poor

   Suggestions/Comments:

4. Do you think the students were prepared for their internship experience?
5. Would you do it again? Why or Why not?

6. Would you recommend this experience to other GWU Departments?

7. What surprised you most about the experience?

8. Is there anything we can do to help you be more prepared for the internship experience?

9. Do you have any recommendations for improvement on the internship experience?

Career Assessment & Transition Planning

On-going, age-appropriate assessment is an essential part of developing realistic and meaningful post-secondary goals. The assessment process should provide relevant information for the student, school personnel and family. Beginning in 9th grade and continuing through 12th grade, students participate in a variety of formal and informal assessments as part of transition planning. C.I.T.Y. incorporates an assessment framework that is centered on assisting students in becoming more self-aware of their interests and skills based on a variety of community-based experiences. This interactive process is a graduated set of experiences on a university campus. The result is a data-based, student-centered transition planning process based on students’ realistic understanding of post-secondary education and employment opportunities and expectations.

In the classroom, teachers choose from a variety of commercial interest and values inventories (Appendix A) coupled with teacher made assessments. The commercial assessments often have to be adapted to meet the needs of the students. For example, some of the assessments are read aloud, shortened, or created into visual images to illustrate each question.

With any of these assessments, it is important to understand the needs of the students and their ability to self-assess. At times, there are students who claim to have only one career interest (i.e., professional sports star or musician) and refuse to answer any questions not directly related to the preferred career choice. Given those circumstances it is often easier to start by asking ‘why?’ to discover the underlying reasons the student has for making this career choice. Another option is to have a conversation with the student about careers related to sports stars or musicians such as athletic trainer or roadie who supports musicians.

Along with the written and internet-based assessments, meaningful data are acquired from the community-based work experiences. Each C.I.T.Y. activity from community mapping through summer internships provide students the chance to be in different social and work environments. These experiences enable students to identify and record their own skills, strengths, needs, likes, and dislikes. The students also receive feedback from C.I.T.Y. personnel who make observations during community mapping and job site visits. This is supplemented by evaluations from the employer partners as part of the job shadowing and internship experiences.

After administering any assessment or activity, the most important part of the process is helping the student to analyze the results to see if they are valid. Analysis happens through self-reflections and one-on-one meetings to help students cross-reference their various assessments, experiences, and preferences in order to understand the big picture.

Students keep their career assessments, as well as their community-based self-assessments and feedback from employers and teachers in their Integrated Career Skills Class Portfolio. This portfolio includes copies of the student’s personal forms such as IEPs, resumes, and class work completed for each of the workplace modules. Teachers, guidance counselors, and students use this information to develop appropriate and meaningful IEP transition goals and post-secondary plans for each student. Through this carefully structured experience, C.I.T.Y. can provide valid and reliable information to use in transition planning.
Effective transition planning must be based on ongoing assessment. This manual includes a number of classroom-based teacher made evaluations along with community based reflections and assessments. Samples and descriptions of the assessment tools are listed below.

Table 1: Assessment Tool

<table>
<thead>
<tr>
<th>FORM</th>
<th>ASSESSMENT TOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-2</td>
<td>Parent/ Guardian Pre-Program Survey</td>
</tr>
<tr>
<td>A-3</td>
<td>Parent/ Guardian Follow-up Survey</td>
</tr>
<tr>
<td>B-3</td>
<td>Community Mapping Project</td>
</tr>
<tr>
<td>C-1</td>
<td>Job Site Ranking</td>
</tr>
<tr>
<td>C-3</td>
<td>Job Site Reflection</td>
</tr>
<tr>
<td>C-4</td>
<td>Poster Presentation</td>
</tr>
<tr>
<td>C-5</td>
<td>Job Site Visit Reflection Questions and Activities</td>
</tr>
<tr>
<td>D-1</td>
<td>Summary Sheet</td>
</tr>
<tr>
<td>D-4</td>
<td>Job Shadowing Student Evaluation</td>
</tr>
<tr>
<td>D-5</td>
<td>Job Shadowing Employer Evaluation</td>
</tr>
<tr>
<td>E-1</td>
<td>Internship Application</td>
</tr>
<tr>
<td>E-5</td>
<td>Performance Appraisal</td>
</tr>
</tbody>
</table>

Along with the assessment tools listed above, teachers closely observe students throughout the experience and engage in ongoing conversations with students to help them to connect these experiences to their post-secondary career and educational plans.

**C.I.T.Y. Assessment Targets**

C.I.T.Y. provides an opportunity to assess a variety of student interests, preferences, strengths, and skills. Assessment provides an opportunity to find barriers and gaps that can be addressed in annual IEP goals to help students to achieve their post-secondary goals.

Table 2: Assessment Targets

<table>
<thead>
<tr>
<th>• Post-secondary goals</th>
<th>• Job seeking skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Career and post-secondary education awareness</td>
<td>• Work place behavior</td>
</tr>
<tr>
<td>• Career interests</td>
<td>• Work Skills</td>
</tr>
<tr>
<td>• Work preferences</td>
<td>• Match between individual and work ecology</td>
</tr>
<tr>
<td>• Work environment</td>
<td>• Self-Determination</td>
</tr>
<tr>
<td>• Modified job analysis</td>
<td></td>
</tr>
</tbody>
</table>
C.I.T.Y. Triangulation of Assessments

For assessment information to be meaningful it must be triangulated. This requires that information be gathered through a variety of methods in order to find out what is expressed, what is tested, and what is been demonstrated by the student. For example, a student may verbally express an interested in computers and answer positively to computer-related questions on an interest inventory. Yet, on campus this student looks bored and does not ask questions during a job site visit that includes an office that provides computer support services. The student then does not choose to go back there for job shadowing. This demonstrates a gap between an expressed interest in computers and demonstrated interested in computers. Figure 1 below depicts the three types of information important to career assessment.

Figure 1: Triangulated Assessment
The assessment process reflects the C.I.T.Y. structure: Pre-C.I.T.Y. experiences, job site visits, job shadowing, internship, on-going student reflection and analysis of experiences, and post-C.I.T.Y. documentation.

**Pre-City Program Assessments**

- **9th and 10th Grade Assessments Inventories and Surveys.** Students take a variety of assessments as part of the 9th and 10th grade transition curriculum in the form of interest inventories, work values surveys, student-completed transferable and interpersonal skills surveys, self-advocacy/self-determination questionnaires, and informal work preferences surveys. *Assessment Targets: Interests, work values, transferable skills, self-determination. Methodology: Surveys, inventories, questionnaires.*

- **Parent/Guardian Pre-program Survey (A-2).** Parents/Guardians provide essential information about students’ abilities and interests demonstrated outside of school. This assessment probes for families’ post-secondary goals for students in the areas of education, employment, independent living, work behaviors and habits. This part of the assessment process is completed before students begin the CITY program. *Assessment Target: Post-secondary goals. Methodology: Survey.*

- **Community Mapping Project (B-3).** The students’ first experience on the university campus is a community mapping project. This project guides small groups of students to explore the university campus. Students use a map to find campus resources (e.g., classrooms, eateries, bookstore, library). They write observations, take photos and ask questions of students and staff to gather data. After the visit, each small group organizes the information for a poster presentation to describe campus resources and insights gained from the visit. Presentations develop a picture of the many resources on the university campus. *Assessment Targets: Career and post-secondary education awareness. Methodology: Project-based learning.*

**Job Site Assessments**

- **Career Interest, Work Values and Temperament Inventories.** Students prepare for job-site visits by taking commercial and informal assessments to identify career interests and work preferences. These assessments provide information to identify job-site visits. *Assessment Targets: Career interests and worker preferences. Methodology: Inventories and surveys.*

- **Job Site Ranking Sheet (C-1).** After the students have explored the university campus and have completed career interest assessments, they complete the Job Site Ranking Sheet which provides a list of employment opportunities located on campus. Students rank their interest in exploring these employment opportunities; research their first-ranked job opportunity, and explain rankings. *Assessment Targets: Career interests and worker preferences. Methodology: Informal assessment.*
• **Job Site Observation and Reflection Form (C-3).** Student groups visit job sites to learn about types of employment and job responsibilities across a range of university departments. Each student comes to the visit with a pre-planned written question to ask. During the visit, students note essential attributes of the work environment, job tasks, and skills necessary to succeed at the job site. Teachers observe students during the visit and informally assess their on-site behavior as well as how their participation may indicate career interests. **Assessment Targets:** Job scan, career interests. **Methodology:** Interview, observation, modified student-conducted job analysis.

• **Job Site Visit Reflection Question and Activities (C-5).** After each visit, students complete a reflection form describing the aspects of the work environment, job tasks and skills that best match their interests and skills. This is a teacher-led activity to help students analyze what they learned at the job site visits. The activity promotes discussion among the students and teacher to focus students on connecting the job environment with their interests, skills and preferences. It is also aimed at developing students’ awareness of employer expectations and work requirements. **Assessment Targets:** Job requirements, self-knowledge, match between individual and work ecology. **Methodology:** Discussion, student-conducted job analysis.

• **Poster Presentation (C-4).** After completing job site visits students choose one site based on their interests and complete a poster presentation to the class. Students must inform the audience about the worksite, jobs that are available, the work environment, needed skills, and education requirements. Students then present their personal reflections about the specific site. **Assessment Targets:** Work environments, work preferences. **Methodology:** Project-based learning.

**Job Shadowing Assessments**

• **Interviewing Guide (D-3).** Students are provided with a series of questions to ask the employer host to assist students in understanding the job they are shadowing. This guide assists students in creating an informative conversation regarding the career field, and guidance on post-secondary pathways for the specific field. **Assessment Targets:** Career exploration, modified job analysis. **Methodology:** Interview and observation.

• **Job Shadowing Evaluation (D-4).** Students complete an evaluation of the job shadowing experience immediately after the visit. Students rate the experience, their own personal interest in the job, and if they are still interested in an internship in the specific job. This encourages students to reflect on their interests, worker preferences and skills, and it provides teachers with information to guide internship placements. **Assessment Target:** Matching individual with environment. **Methodology:** Survey and reflection.

• **Job Shadowing Employer Evaluation (D-5).** The host employers of the job shadowing experiences evaluate students’ participation. **Assessment Targets:** Work place behavior. **Methodology:** Employer evaluation.
• **Internship Application (E-1).** Student interested in summer internship, fill out an application and complete an interview. *Assessment Target: Job seeking skills. Methodology: Situational assessment.*

**Summer Internship and Career Workshop Assessments**

• **Performance Appraisal (E-5).** The employer completes a weekly performance appraisal. The internship coordinator reviews the weekly assessments with the students. Together the student and internship coordinator identify areas of strengths and strategies for improvement. *Assessment Targets: Work behaviors and skills, self-knowledge. Methodology: Employer evaluation, goal setting.*

• **Career Planning Assessments.** During the career workshops, students use the computerized Bridges Choices ® Planner to continue to self-assess and explore careers. They also work with the CDM®- R: Harrington-O’Shea Career Decision Making ® System-Revised to self-assess ability, interest, and values and then explore career clusters and specific occupations and their education and training requirements. *Assessment Targets: Skills self-assessment, career interests, career exploration. Methodology – Surveys, inventories, simulated job experiences, career research.*

**On-Going Assessments**

• **Summary Sheet (D-1).** A summary sheet is completed throughout the CITY Program to document students’ experiences and decision making. This assessment also assists the teacher to target potential decisions that the student must make regarding job shadowing and internship. The summary sheet is reviewed and updated on an on-going basis as a way to document student learning from the job-site, job shadowing, and internship experiences. *Assessment Targets: Career interest winnowing, transition planning. Methodology: Interview and informal survey.*

**Post-City Documentation**

• **Follow-up Survey for Parents/Guardians and Students (A-3.)** After students complete the CITY Program, parents provide input via phone or written surveys. This provides information to the school to determine how the CITY Program experience has influenced families’/guardians’ transition goals and desired supports for senior year. *Assessment Targets: Post-secondary goals and planning. Methodology: Survey.*
### Outcomes from the C.I.T.Y. Program

The goal of the CITY program is to provide connected age-appropriate transition assessment experiences to inform the development of post-secondary goals. The CITY program fosters the following outcomes.

- Increased input and participation by parent/guardians in transition planning
- More student-teacher collaboration in transition planning based on the CITY experience
- Increased student self-knowledge and participation in setting post-secondary goals
- An expanded network of adults who know students and can serve as supports and references
CONCLUSION

The C.I.T.Y. program helps students explore career interests, learn about careers and workplace expectations and gain critical job skills. Lessons learned in school are reinforced by student participation in job site visits, job shadowing, and paid internships on a university campus. C.I.T.Y. incorporates evidenced-based practices that support the benefits of school-to-work transition programs that provide community-based experiences, on-going career assessment and paid work experience. While the program’s impact on students’ post-secondary success is under study, initial indicators point to improved transition planning and post secondary outcomes.

C.I.T.Y. has also had an impact on the participating university employers. Misperceptions about the potential of individuals with disabilities and their abilities in the workplace have changed. Each year the program has been able to add participation from university departments. Current and former C.I.T.Y. students and as well as the range of professionals associated with C.I.T.Y. are included in university-wide events that highlight the university’s commitment to diversity and community service. C.I.T.Y. has strengthened the partnership between GWU’s graduate programs preparing special education and rehabilitation personnel by offering a range of internship experiences focused on career assessment and transition services.

Creating, implementing, and running a community-based program for students with disabilities demands support, time, and energy from diverse stakeholders. The reward is an experience that is full of “real life” teachable moments that unite students, parents, teachers and university faculty and staff in a common endeavor. The C.I.T.Y. program demonstrates the power and potential of college/university partnerships with high school transition programs.
A. Commercial Transition Assessments

C.I.T.Y. uses a combination of commercial and teacher made assessments. The transition assessment tools range from written or online career interest inventories which are administered in the classroom to community-based reflections, self-assessments, and employer evaluations. Transition programming should be based on assessments which measure a variety of work/educational related abilities and interests in various settings.

Some of the best career inventories and assessments are teacher created and made to fit the needs of individual students. However, there are also many benefits to using commercial and online transition assessments that have been measured for validity and reliability. The following table provides an overview of current transition assessments which are made available to the C.I.T.Y. staff. In order to meet the individual needs of the students, testing accommodations are sometimes necessary. Common adaptations or modifications include reading the assessments aloud, changing the visual format or chunking the assessment, and administering it over several sessions.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Description</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bridges Choices® Planner</td>
<td>Choices® Planner is an online career information delivery system that helps students compare, connect and choose from a vast network of work and education options, effortlessly building powerful plans. Personalized planning becomes more effective with Guide ways that suggest next steps based on what students have started or completed. Validated assessments enhance self-awareness helping students make more informed decisions, while tools for resume writing and interview practice help them prepare for the world of work. All work and plans are saved in Your Portfolio.</td>
<td>Basic Skills Survey</td>
</tr>
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<td>© 2009 Bridges Transitions Inc</td>
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<td>Career Finder</td>
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<td>Interest Profiler</td>
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<td>Transferable Skills</td>
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<td>Checklist</td>
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<td>Values Sorter</td>
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<td>CAPS</td>
<td>The Career Ability Placement Survey (CAPS) is a comprehensive, multi-dimensional battery designed to measure vocationally relevant abilities. Each of the eight ability dimensions is keyed to entry requirements for the majority of occupations in each of the 14 COPS System Career Clusters. CAPS scores are interpreted in terms of examinees’ abilities relative to others at the same educational level. Scores are also interpreted in terms of each of the 14 COPS System Career Clusters. Examinees learn which occupational areas are most suited to their present abilities and which areas might require a bit more training if examinees are interested in pursuing related occupations.</td>
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<tr>
<td>Career and Life Explorer</td>
<td>The Career &amp; Life Explorer gets students thinking about their futures and their careers while encouraging them to stay in school, explore their options, and dream big. With bright colors, appealing graphics, and easy-to-follow instructions, the device guides students as they look at their career clues (their interests, talents, values, hobbies, and more); review more than 250 job titles arranged in six interest groupings; plan their high school courses and activities; and consider education, training, and work options after high school. This second edition implements changes suggested by customer feedback, namely streamlining the content in order to keep student’s attention better and reduce administration time, as well as changing the overall layout to make it easier to read and fill out. With updated job titles from the latest edition of the Occupational Outlook Handbook, the CLE makes an ideal first step for any middle school or early high school career exploration unit, and can also help students plan their high school curriculum to match their future plans.</td>
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<td>©2007 JIST Works</td>
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<td>APPENDICES</td>
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<td><strong>CDM®-R: Harrington-O'Shea Career Decision-Making® System–Revised</strong></td>
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<td>Arthur O'Shea, PhD and Rich Feller, PhD</td>
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<td>The CDM-R assesses users’ interests and helps them to self-assess their abilities, work values, and school subject preferences. Once career clusters are identified, the CDM-R provides a decision-making process for exploring specific occupations and learning about the education and training requirements.</td>
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<td>Self-Assessed Ability</td>
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<td>Interest</td>
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<td>Values</td>
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<td><strong>C.I.T.E. Learning Styles Instrument</strong></td>
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<tr>
<td>A.M. Babich, P. Burdine, L. Albright, P. Randol</td>
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<td>Wichita Public Schools, Murdoch Teachers Center</td>
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<td>The C.I.T.E. Instrument was formulated to help teachers determine the learning styles preferred by their students. It is divided into three main areas:</td>
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<td>- <strong>Information gathering</strong> includes auditory language, visual language, auditory numerical, visual numerical, and auditory-visual language, auditory numerical, visual numerical, and auditory-visual-kinesthetic combination.</td>
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<td>- <strong>Work conditions</strong> focus on whether a student works better alone or in a group.</td>
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<td>- <strong>Expressiveness</strong> considers if a student is better at oral or written communication.</td>
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<td><a href="http://www.wvabe.org/cite/cite.pdf">http://www.wvabe.org/cite/cite.pdf</a></td>
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<td>Learning Styles</td>
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<td><strong>OASIS-3:AS - Occupational Aptitude Survey and Interest Schedule — Third Edition</strong></td>
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<tr>
<td>Randall M. Parker</td>
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<td>© 2008 Pro-Ed, Incorporated</td>
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<td>The OASIS-3 Aptitude Survey measures six broad aptitude factors that are directly related to skills and abilities required in more than 20,000 jobs listed in the Dictionary of Occupational Titles. The Aptitude Survey yields six scores: General Ability, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, Perceptual Aptitude, and Manual Dexterity.</td>
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<td>Aptitude</td>
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<td>Interest</td>
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<td><strong>Self-Directed Search® Form R: 4th Edition (SDS® R)</strong></td>
<td>The SDS is a simulated career counseling experience. Based on Dr. John L. Holland's RIASEC theory that both people and work environments can be classified according to six basic types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC), the SDS enables individuals to choose careers and fields of study that best match their self-reported skills and interests. The SDS Form R is an easy-to-use, comprehensive career exploration tool that allows people to gain insight into the world of work and, with their new self-understanding, discover an occupational “match.” Individuals answer questions about their aspirations, activities, competencies, occupations, and other self-estimates and discover occupations that best fit their interests and skills.</td>
<td>Ability</td>
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<td><strong>Work Preference Match</strong></td>
<td>The Work Preference Match (WPM) provides an easy, structured method for identifying potential conflicts between a career explorer’s preferences and the realities of a job. Refined and tested for a decade, the WPM uses “discrepancy analysis”—a side-by-side comparison of one’s needs and preferences to a career. When discrepancies are uncovered, a plan can be created to resolve those differences or to look for other options—perfect for any student, but especially those with special needs or unrealistic goals. In a concise and easy-to-use format, the WPM first allows individuals to gather and prioritize information about themselves, including work preferences. Then users identify careers of interest and relate them to their preferences. The result is a complete grid of their most important work-related preferences for use in exploring and deciding on careers. Students and job seekers are also shown how to use the Occupational Outlook Handbook to continue their research on careers of interest.</td>
<td>Work Preferences</td>
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<tr>
<td><strong>Lynn R Dowd</strong></td>
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<td>©2006 JIST Works</td>
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</table>
B. Sample Memorandum of Understanding

I. This Internship Memorandum of Understanding ("MOU") is made as of ___Date____ by and between University (the “University”) and High School (hereinafter called High School).

II. WHEREAS, it is the desire of the University and High School to participate in The Career Investigations for Transitioning Youth (CITY) Program for high school students from High School; and

WHEREAS, the University has such resources to provide trainings.

NOW THEREFORE, THE TWO PARTIES MUTUALLY AGREE TO THE FOLLOWING:

A. The University and High School jointly agree:

1. The University and High School will establish a program whereby high school students from High School will have the opportunity to explore and prepare for different options in their transition from high school to the working world. The program will focus on academic and career investigation, job shadowing and internships. There will be three components to the program:
   - Students will visit University work sites to tour facilities and learn about positions, their responsibilities and challenges. Visits will be no longer than one hour. Groups will be no more than ten (10) students. Students will be accompanied by High School staff and the University liaison at all times.
   - Students who would like to learn more about a particular job will participate in job shadowing. Students will shadow an employee on the job for a one (1) to two (2) hour period once a week over several weeks. The University liaison will coordinate scheduling shadowing sessions.
   - Five (5) students who participate in the shadowing program will be awarded a five (5) week summer internship in the position they shadowed. These students will be selected by High School provided, however, that the University will have the final approval over students given internships at the University. Students will receive pay for these internships from an external funder and the University will have no obligation to pay students in the internships. Summer internships will be ten (10) to twenty (20) hours per week. During their internship at the University, the students will be supervised and coached by High School staff and the University liaison. Students may be removed from an internship upon the reasonable request of the University.

2. This MOU will become effective on ___Date____ and terminate five (5) years thereafter subject to earlier termination as provided herein (the "Term").

3. During the Term, either party may terminate this Agreement by giving the other written notice of termination not less than thirty (30) days before the desired date of termination. The Agreement may be terminated at any time by mutual consent.

4. The University and High School shall have a joint review session regarding the extension or termination of this Agreement three (3) months before the end of the Term.
5. It is mutually agreed that the University acceptance of an intern does not obligate the University to compensate the intern. Further, there is no financial obligation on the part of either party to the other.

6. Each party will indemnify and hold harmless the other and all of its agents, officers, directors, trustees and employees from and against any suits, actions, causes of action, claims, damages, losses, costs or expenses (including attorney's fees) arising from, or related in any way to, any bodily or personal injury or property damage sustained by or caused by any of the indemnifying party's employees, agents or faculty which are not caused by the indemnified party's own negligent action, omission, or failure adequately to supervise.

B. Responsibilities of High School:

1. High School will work with the University to develop intern policies, assignments and academic activities.
2. High School will confer with the University prior to the placement of any intern in order to establish or to review the purpose, provisions, and responsibilities involved in the internship program.
3. High School shall provide and maintain general and excess liability insurance through an occurrence policy with limits of not less than two million and 00/100 dollars ($2,000,000.00) to protect itself and its agents, students, faculty and employees against liability for acts and omissions arising out of or relating to activities performed pursuant to this MOU.

C. Responsibilities of the University:

1. The University will communicate immediately with High School about any concern regarding an intern’s performance or academic learning.
2. The University will consult with High School immediately if specific circumstances arise which requires the University to ask the intern to be withdrawn from the internship program during the year.
3. The University agrees to provide each intern in the University all University policies, rules, regulations, and expectations which are pertinent to the intern’s role in the internship.

It is jointly understood by the University and High School that this memorandum of cooperation will serve as the basis for the sharing of responsibilities in the aforesaid internship program at the University. It by no means restricts the autonomy of either University or High School in their respective undertakings.

D. Miscellaneous:

1. Nondiscrimination. The parties agree that neither shall discriminate on the basis of race, color, religion, sex, sexual orientation, age, or national origin with regard to the students who are covered by this MOU.
2. Assignment. This MOU shall not be assigned or transferred by either party without the written approval of the other party.
3. Notices. Any notice or other communication required or permitted by this Agreement shall be in writing and shall either be hand delivered, sent via overnight mail by a reputable
overnight courier, such as Federal Express, or sent postage prepaid by certified or registered
mail, return receipt requested, addressed as follows:
If to Center: High School
Address
If to the University:
The University
Attention: Executive Vice President and Treasurer

or to such other addresses or persons as may be furnished from time to time in writing by
one party to the other party. The notice shall be effective on the date of delivery if
delivered by hand, the date of delivery as indicated on the receipt if sent via overnight
mail, or the date indicated on the return receipt whether or not such notice is accepted by
the addressee.

4. Entire Agreement. This MOU contains all the terms and conditions agreed upon by the
parties regarding the subject matter of this MOU and supersedes any prior agreements, releases, or
stipulations, oral or written, and all other communications between the parties relating to such
subject matter.

5. Severability. If any provision of this MOU is held to be illegal, invalid, or unenforceable
under present or future laws effective during the term of this MOU, the validity and enforceability
of the remaining provisions of this MOU shall not be affected thereby.

6. Waiver. Any waiver of any provision hereof shall not be effective unless expressly made
in writing and executed by the party to be charged. The failure of any party to insist on
performance of any term or condition of this MOU shall not be construed as a waiver or
relinquishment of any rights granted hereunder or of the further performance of any such term,
covenant or condition, and the obligations of the parties with respect thereto shall continue in full
force and effect.

7. Governing Law and Jurisdiction. This MOU shall be governed by the laws of the District
of Columbia. The parties further agree that any action to enforce or construe any provision of this
MOU may be brought only in the District of Columbia, notwithstanding the appropriateness of the
jurisdiction of the courts of any other state.

IN WITNESS WHEREOF, the parties hereto have signed this MOU effective as of the
date set forth above.
The majority of the budget was used to support tuition and a stipend for the graduate students receiving a MA in Transition Special Education. The graduate students played a key role in the creation and implementation of the CITY program.

### Illustrative Year One Budget for CITY Program

<table>
<thead>
<tr>
<th>Program Requirements</th>
<th>HSC Contribution</th>
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<tbody>
<tr>
<td>School Coordinator</td>
<td>8% Contribution to Full Time Transition Coordinator Salary</td>
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<tr>
<td>University Coordinator</td>
<td>Part-time stipend position for M.A. Student in Transition Program</td>
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<tr>
<td>5 High School Student Summer Internships on University Campus</td>
<td>Hourly wages (minimum wage) - 20 hours per week for 5 weeks</td>
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<tr>
<td>Transportation Costs</td>
<td>- Gas for van</td>
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<tr>
<td>Career Assessments</td>
<td>- Public transportation (student rider vouchers)</td>
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<tr>
<td>Resources for Trainings</td>
<td>Purchase of transition and career assessments</td>
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<tr>
<td>Refreshments for events and trainings</td>
<td>Training materials (paper, markers, etc.)</td>
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<td>Kick-off and Closing catering</td>
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</tbody>
</table>
REFERENCES


Benz, M., & Lindstrom, L. (1997). *Building school-to work programs: Strategies for youth with special needs*. Austin TX: PRO-ED.


Madaus, J., Bigaj, S., Chafouleas, S., & Simonsen, B. (2009). *Mining the files: What key information can be included in a comprehensive summary of performance?*


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