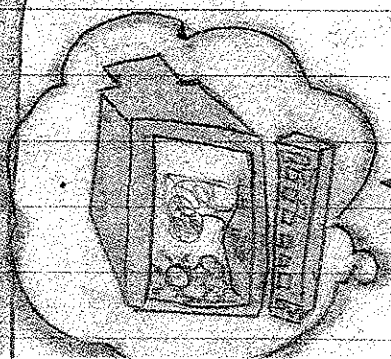
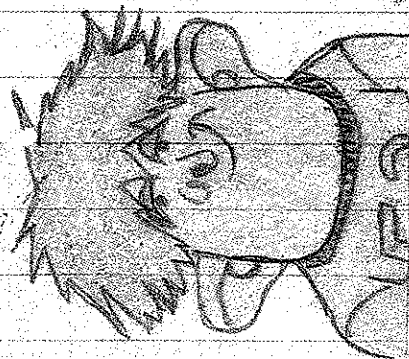


WHAT DO YOU WANT TO BE?



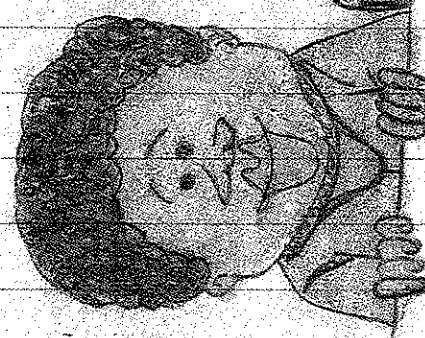
↑ computer expert



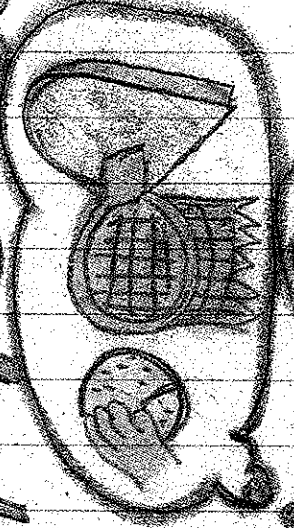
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↑ scientist

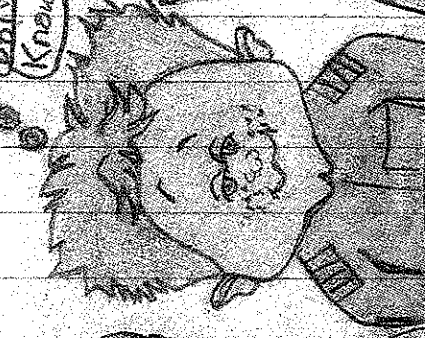


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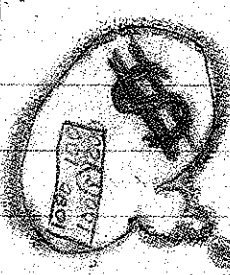


↑ professional basketball player

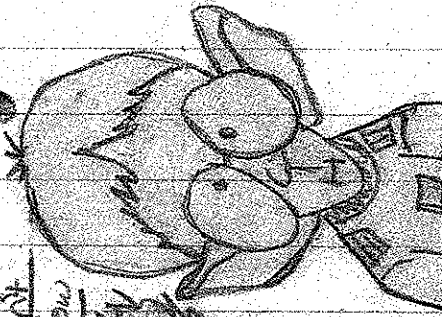
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↑ Rich Millionaire

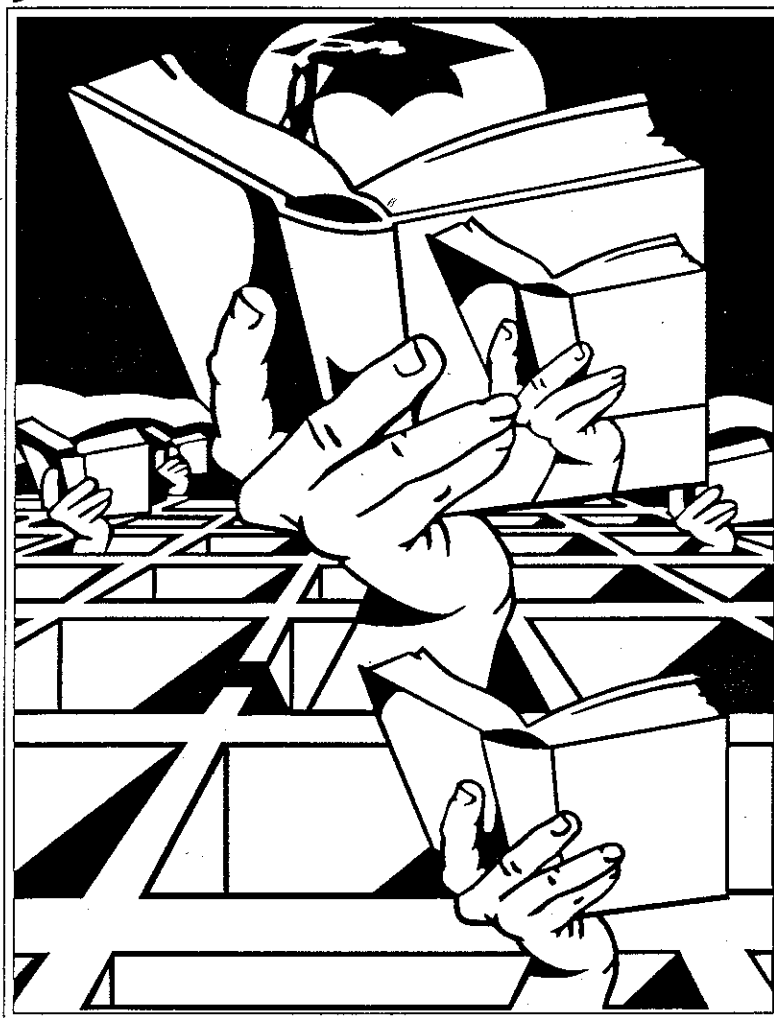


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Boy Aaron Roberts

JOB CLUB!!

THE JOB CLUB HANDBOOK



*A Tool Kit For Empowering
Young Adults*

Produced by the Springfield
Youth Transition Program

A collaborative effort made possible through a grant from
Project R.E.F.E.R. and the Oregon Transition Systems
Change Grant

Desktop publishing through:
Thurston Publications

by

Christy Thomas, Rebecca Huot, and Nicole McElhany

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FOREWORD

*by Mike Johnson Teacher /Coordinator
and Pat Dunn VRD Counselor*

Job Club relies on the power of the group. The success or failure of a Job Club is determined by the strength of the membership. Empowering young people creates a strong membership. Empowerment and self-determination are statuses that do not occur naturally in our society. All of the dreaming, planning, and achieving which are so necessary to gain control of one's life are not developed through our typical education and agency programs. Having a group process to help individuals eventually realize their dreams is truly an advantage. Watching shy, passive, unengaged students learn how to take control of their lives has been a benefit of Job Club. As days, weeks, months go by, these young people learn how to leave the nest, take risks, fail, and eventually fly on their own. The success of Job Club is developing goal directed individuals that would rather be working on a plan for independence than dreaming of one. An empty seat at a Job Club meeting translates to another actively engaged young person who would rather be working or going to school, or both.

We have watched over 50 YTP clients come and go from our weekly gathering. Some don't like coming at all. Others can't stay away. Job Club has allowed all of us the opportunity to congregate in one place on one day every week. Sometimes it feels like the most powerful activity that occurs all week, and sometimes it is a meeting that leaves people wondering if it was really worth making the effort. Yet, being able to touch bases with these exciting young people never gets old. The entertaining stories that are common to all of us as we stumble into adulthood keep us coming back. Sharing our victories and our failures makes us feel a part of something bigger than ourselves. Learning from one another is powerful medicine during the transition years. We have grown closer as people. We have surely learned to appreciate our differences. Job Clubs bring us to that place where we can celebrate the fact that we are moving forward, and can smile. In an hour and a half, the entire week feels better. We do appreciate the strength and direction that comes from our little gathering. Where would we be without it?

We would like to provide other programs that serve to transition students with some strategies and guidelines for conducting a meaningful Job Club. This handbook is a simple attempt to encourage students, teachers, and counselors to develop a club model. Hopefully, our experiences over the last four years have helped us produce material that can assist you in empowering young people.

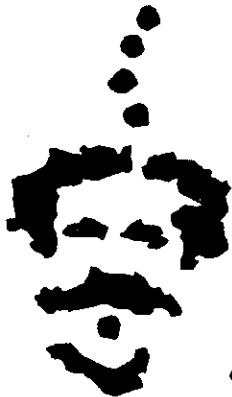


Introduction

by Adam Cannata, 21 years old

Springfield YTP

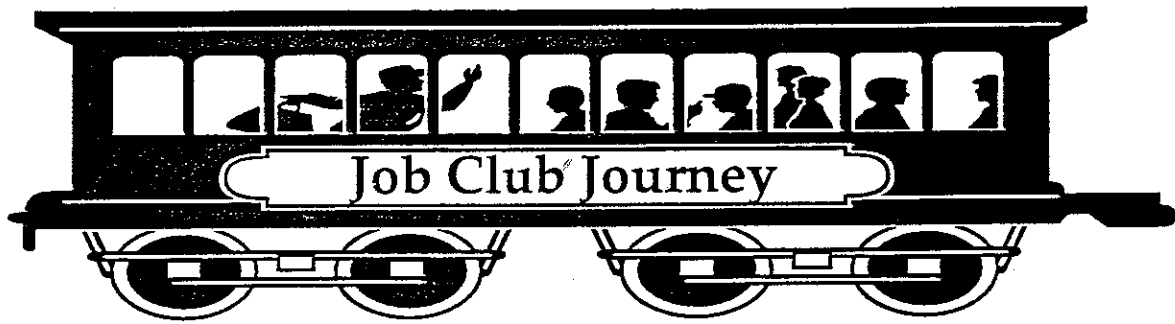
I started in the Youth Transition Program, when I was at risk of dropping out of school. With the help of the School district, Vocational Rehabilitation and Youth Transition Program, I had the help and extra attention I needed to stay in school, along with a little help with money. I am still not fully finished with school, but plan to finish in the fall. Through the on-the-job training that Mike Johnson, [teacher/coordinator] and Bill Aarons [transition specialist] and the fine employers of our area have set up; I have gained the skills and motivation that I need to find and hold a competitive job. The program itself, is based on what the person wants, not what everyone thinks is best for them. Working on character building, goal setting, self-esteem, and job search skills [are features of job club]. The best part about being in YTP is the job club and role it plays in networking all the agencies together at one place at one time. I feel that my time with my friends at YTP had been a lot of help and fun. There needs to be more services like this one available to more kids, at a younger age before they are at risk of losing a part of their childhood and their education.



“When I grow up I want to Scoopadive...”

Page 2

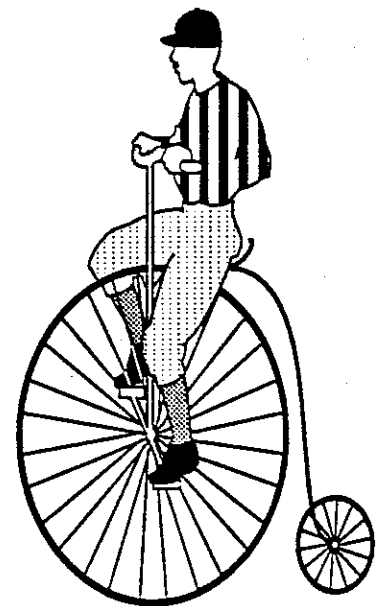
Overview



Job Club can be viewed as the vehicle that carries participants along life's super-highway of events and passages. By developing long range goals, participants take weekly steps toward moving their lives from point A to point B. The key to accomplishing this is a support group that helps members drive their own lives. Like the an automobile, each participant must get rolling before anything can be accomplished on the highway toward reaching a destination. Job Club provides the power and direction to reach many goals that lead to independence.

History of Job Club

Job Clubs have been commonly run by Vocational Rehabilitational Counselors as they attempt to provide advice and support to their many clients. Using a group process reinforces participants and prevents them from feeling like they are the only one with problems related to work. Many Job Clubs have been structured to provide direction and guidance in job search skills and social skills related to holding a job. Lately, it has become important to help participants take an active role in planning for their futures and taking the steps necessary for getting there.



“... I’d do it in the summer..”

We need to have control of our life

A need exists for children to become adults. This means that people should become more responsible and independent as they get older. This does not happen automatically. In order to grow up, people need an opportunity to fly on their own. This means taking some falls over the many barriers that lie along life's pathways. Learning to be self-determining: **responsible for ones self** is the key to success. People that own their lives are worth investing time and energy in.



Job Club is for positive people

Anyone that attends a Job Club will be treated to an

adventure in sharing warm and friendly thoughts and conversations with trusting people. The proper attitude for a successful group is one of mutual support. Everyone is respected for the strengths and capacities which they bring to the group. Job Club members participate in activities which focus in raising personal awareness of what works and doesn't work in their quest to be independent. All members are given the power to dream and the opportunity and support to reach goals that make their dreams come true. We want people to stop coming to Job Club because they get jobs, go to school, and move ahead with their lives.

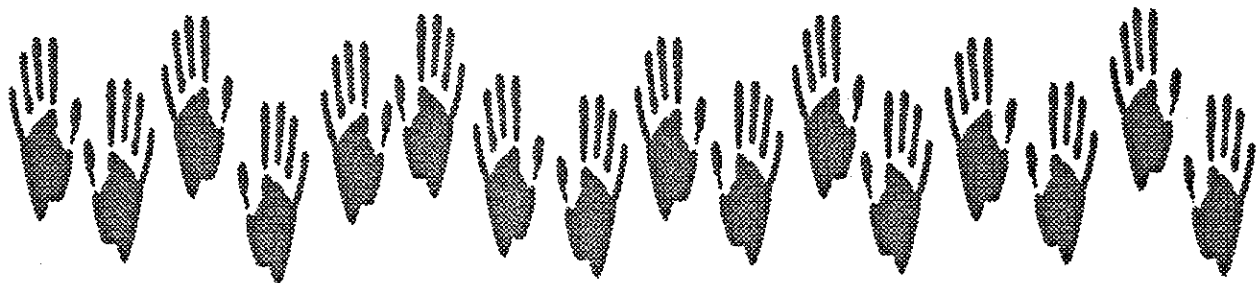
“... and for the other part, I'd be an Astronaut...” Page 4

Rules of Thumb

Job Clubs take many forms. The form that clubs assume is determined by the needs and resources of the group. Rural Job Clubs may need to be driven by the events which bring folks together for an extended period of time. Metro clubs may be able to meet during the school day because of bus service. Some clubs may meet during the school day and provide credit options. Others may be after school activities at a nearby meeting place. A few Job Club formats are presented below:



<i>where to have job club</i>	<i>when to have job club</i>	<i>what to do at job club</i>
<i>VRD Office</i>	<i>After School</i>	<i>Job Search Skills</i>
<i>Community Center</i>	<i>Weekends</i>	<i>Outdoor Adventures</i>
<i>School</i>	<i>Activity Period</i>	<i>Goal Setting Activities</i>
<i>Classroom</i>	<i>Fridays</i>	<i>Self-Directed Planning</i>
<i>Pizza Parlor</i>	<i>Evenings</i>	<i>Guest Speaker</i>



“... or a fireman ...”

INGREDIENTS FOR RUNNING AN EFFECTIVE JOB CLUB

1. MEET AT A CONVENIENT TIME

Is the same time each week

Allows participants enough time to get there

*Is otherwise free time, so that they come because they
want to come*

2. MEET AT A CONVENIENT PLACE

This may be in a setting away from school

It should be comfortable and feel friendly

*Community centers, adult agencies, places away from
school*

3. ATTENDANCE SHOULD NOT BE MANDATORY

"You can lead a horse to water, but you can't make him wear swim trunks."

*"We have people that show up every so often and we have
people that are there every meeting."*

4. PROVIDE SNACKS AND BEVERAGES

5. ALLOW THEM TO OWN THE EXPERIENCE

Don't make it like school

*Let the participants determine topics and the nature of
each meeting*

6. HAVE MINIMAL STRUCTURE: SHORT TOPIC & GOALS

"... And have another job..."

TOPICS

Student: "Sometimes a club needs a set of discussion topics to talk about that relate to almost everyone. I call these discussions around Universal Topics."

Universal Topics may include:

- ❖ How to interview
 - ❖ How to dress
 - ❖ Speaking skills (*introductions, body language*)
 - ❖ How to set goals
 - ❖ Self-motivation
 - ❖ Peer motivation
 - ❖ Anger control
 - ❖ Problem solving
 - ❖ Self-esteem

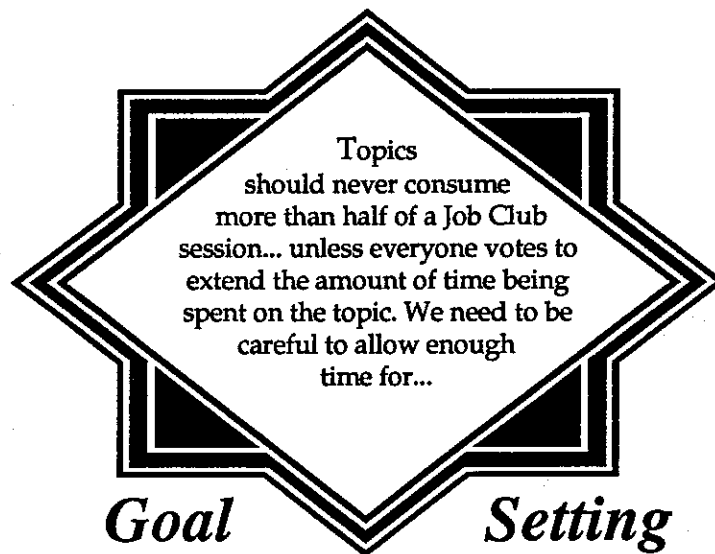
Student: "I think it is very important to have a new or exciting topic each week, unless the majority would like to keep talking about the same topic. A good way to find out what the club members want to talk about is by just taking a vote!"

Personal Topics

Student: "Now personal is just as it sounds, personal!. The only person that should bring up a personal topic is that person with the problem. Job club is not a gossip club. It is a neutral place where topics are discussed in neutral manner."

- ❖ Breaking up with a girlfriend/boyfriend
- ❖ Problems with co-workers/boss
- ❖ How to apologize without looking bad
- ❖ Problems at home
- ❖ A bully at the bus stop
- ❖ Hanging out with the wrong friends

Student: "This is a good time to bring up a universal topic that is relevant to it. Some may include: Anger control, self-discipline, how to walk away from a fight, how to talk things out, beginning signs of a fight."



*Teach me how to set goals...
Please!*

"... and rollarblade, and I'd have my own dog ..."

The secret for setting goals is knowing
something about YOURSELF
&
Having a VISION for the future

...Person Centered Planning provides a structure for
goal setting...

PCP is based on the following principles:

Principle I

Each person must be an active participant

People that participate in the process of planning for their future will feel more committed to following through on plans. Self-determining people tend to follow through with plans.

Principle II

Identify the Strengths & Capacities of the Individual

“An individual’s strengths and interests are often overlooked in a traditional planning process.” (Flannery, Slovic, & McLean, 1994)

“... I’d name him Scraps...”

Principle III

Effective planning requires teamwork with significant others

People that know you best are worth listening to when they have something good to say. Communication between the significant stakeholders about your future provides natural supports for you to rely on as you develop your dreams.

Principle IV

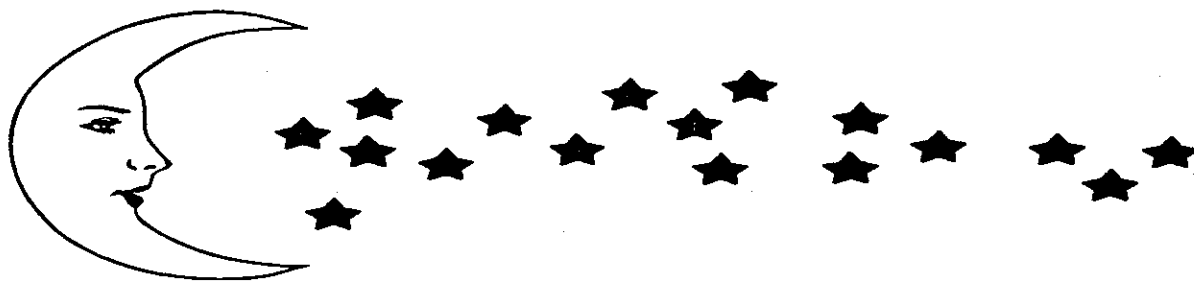
Develop a clear vision of the future

Focusing on strengths and capacities, dreams, what works and doesn't, what resources are available, and planning for how to move toward the future is the essence of PCP. A simple one page PCP recording format, designed by the Hood River YTP, captures this vision of the future. It is contained in Appendix A.

Principle V

Take small steps toward building your future

By setting weekly goals that are related to long range plans we learn to appreciate ourselves. A one page goal setting format that has been used in the Springfield Job Club is included in Appendix B.



“ I'd invent something in the future, and maybe design planes...”



RECIPE FOR GOAL SETTING

1. ALL GOALS RELATE TO A LONG RANGE GOAL
2. ALL GOALS ARE ACHIEVABLE IN ONE WEEK
3. ALL GOALS ARE MEASURABLE AND CHALLENGING
4. ALL GOALS ARE PUBLIC
5. ALL GOALS ARE REPORTED/RECORDED
6. ALL ACCOMPLISHMENTS ARE REWARDED

A TYPICAL JOB CLUB MEETING

Might look like this...

Setting: Community Center

Time: 3:30 P.M.

Participants: 6 active YTP clients / 1 VRD counselor / 1 transition specialists / 1 teacher coordinator / 2 new referrals

1. **Sign in as people are seated** —*this allows a record to be kept of who shows up*
2. **Introductions:** *"Hello, I'm Mike Johnson.
I am the YTP teacher/coordinator (position/status)
I'm a good athlete and a creative person (2 affirmatives)
My long term goal is to develop an alternative ed. model for our district" (goal)*
3. **Universal of Personal Topic discussion** (20 minutes)
4. **Goal Report:** (20 minutes) *"My goal was to meet with the Special Ed. Director and Professional/Technical coordinator to discuss expanding YTP for general ed. students. I was able to do this on Fri."*
5. **Rewards:** (5 minutes) Students can select from:
 - Burger King gift certificate
 - Movie pass (need at least 3 to go)
 - Lottery ticket (if over 18)
 - Pass to go to the arcade
 - Video rental certificate
6. **Set new goals**
7. **Announcements of upcoming events / topics for next week?**
8. **Adjourn**



"...But right now, I like being a Kid!"

Amy Johnson, 3rd grade

Support Materials

It's My Life, Emilee Curtis, New Hats Inc., 1994 , Salt Lake City, Utah

This workbook/journal is about transition, but it places the responsibility for transition in the hands of the student. Ms. Curtis provides an array of activities and suggested strategies for helping people take added control over their lives. It's My Life can be used as a curriculum to help create a higher level of self-awareness within consumers. Well conceived goals translate to achievement. Additional insights gained by using the materials will ultimately be reflected in transition plans that are well conceived and practical. The author fully believes that each person needs to be an active participant in the life planning process. General and Special Education students that are developing portfolios to meet the requirements of HB 3565 will profit from the individualized process that is available in the daily planner-type of format. Sessions/lessons are creative and motivating for a diverse population. The workbook does have a copyright, but may be reproduced with written consent from the author.

Springfield Public Schools Transition Services IEP Goals and Objectives Bank and Management Information System, Springfield School District #19, 1994.

The Springfield School District has developed a Transition Goals and Objectives Bank and accompanying MIS that focuses on transition services within the IEP. Objectives are written for the following domains:

Employment
Transportation
Leisure/Rec.

Continuing Education
Phys./Ment. Health
Social/Civic Responsibility

Independent Living
Personal/Social Relations

After a student has developed a plan or portfolio which provides direction for the future, the Springfield package offers a method of formalizing the compiled information into a written document that conforms to the content requirements for IEP and IWRP development. An IEP template, included in Appendix C utilizes the technology of the MacIntosh to frame a plan for obtaining transition services. Goals and objectives that are appropriate for individual students can be selected from a comprehensive bank for any transition domain. This IEP template can be installed with Filemaker Pro 2.0. It provides an outline for short range planning that may later be accomplished through the goal setting activities of Job Club.

Centered

Grounded, Focused, Balanced

Open

... to new experiences and ideas

Needs

What do you need to be happy ?

Truthful

Be honest with yourself

Resources

People, places, and things that help you with

Opportunities

Jobs, knowledge, friends

Life

... is what you make of it!

Appendix A

PCP Planner

PCP PLANNER

NAME
JOE SMITH

BIRTH DATE

SS#

SCHOOL
LCC

LEVEL
GED

DATE
05/31/94

STRENGTHS & CAPABILITIES

1. Joe is a good reader, agile and physically strong, energetic, trustworthy, reliable and a steady worker.
2. He is dedicated, has good values and uses good judgement.
3. He is independent and growing more so everyday.
4. Joe makes good choices about his friends.
5. He is considerate of others, a peacemaker, sensitive, compassionate and is good with children.
6. Joe has a great girlfriend and his mother is a strong influence in his life.

WORKS OR DOESN'T WORK

1. Joe is very people oriented and makes friends easily, however, Joe sometimes lets himself get taken advantage of by others.
2. Specific directions and clear choices work best for Joe. If things are not clear, Joe feels pressure.
3. Reading is a strength for Joe. He enjoys stories that are imaginative or/and includes pictures. Joe does not like to read boring textbooks.
4. Joe believes doing unto to others as you would have them do unto you. Does not like being a nameless face.
5. Joe prefers writing on the computer not by hand.
6. Joe is strong in street smarts. He knows how to avoid trouble and can make good independent choices.
7. Joe is a good worker when working with others, but avoids housework whenever possible.
8. Joe prefers to do his school work with headphones on. He is easily distracted.

DREAMS & VISIONS

1. Joe hopes to be married, own a large house in the country near his parents, and live where the climate is drier.
2. He hopes to play football either through participation in league play or indirectly by coaching.
3. Joe dreams of owning either a Mustang Cobra or a monster truck and have several animals such as horses and dogs.
4. Joe dreams of having a job that he can take pride in, such as a construction worker, welder, or public service work such as being a policeman or a fireman.

RESOURCES

1. Money earned from participating in the PCP (GED fees)
2. Money from is paycheck
3. VR Counselor (driving lessons)
4. Lance a good friend (freeway driving)
5. Grandpa Ray (information about pursuing a job in welding where he works)
6. LCC Welding Program
7. YTP career information
8. Delores at LCC (information about public safety jobs)
9. Bethel Fire Station (check into becoming a volunteer firefighter)
10. Franz Wogan/Mike Johnson (to pursue an apprenticeship with a local construction company)

WHAT or GOAL

WHO or PEOPLE RESPONSIBLE

WHEN or TIMELINE to GOAL

WHAT or GOAL	WHO or PEOPLE RESPONSIBLE	WHEN or TIMELINE to GOAL
Finish the GED program	Joe	September 1994
Obtain a driver's license	Joe, VR Counselor, Mom, and Lance	September 1994
Establish a vocational goal	Joe, VR, YTP, LCC	September 1994

Appendix B

Goal Setting Form

Name Joe Smith Date 9-5-94

My goal for this week is.....

to make an appointment
at Department of Motor Vehicles
for taking my drivers test
&
take the test if arrangements
can be made.

Date completed 9-21-94 Initials cm. J

I GOT IT

Appendix C

Springfield IEP Template

SOCIAL SECURITY # [] IEP DATE 5/31/94

SMITH JOE [] [] LCC /YTP GED
LAST NAME FIRST NAME MI DOB SCHOOL GRADE

PRESENT LEVEL OF FUNCTIONING:

Works well when given specific directions, clear choices, and treatment as an equal. Has good values, clear judgement, trustworthy and is considerate of others. Good with children. Agile, energetic, and physically strong. Reliable and steady worker. Presently employed part-time with a construction company as a concrete laborer.

STATEMENT OF NEEDS, PREFERENCES AND INTERESTS:

Joe needs to follow through and complete work tasks and keep appointments. Must have clear and specific directions. Prefers out door physical work. Has a desire to become a welder, or public safety worker. Interested in doing volunteer public safety work and exploring the possibility of an apprenticeship in the construction industry. Joe needs to obtain a driver's license and explore the possibility of a CDL.

EVALUATION PROCEDURE FOR EACH SHORT TERM OBJECTIVE

REVIEW SCHEDULE

- Case Notes
- Informal Assessment
- Formal Assessment
- Teacher Observation of Performance
- Student Observation of Performance

Weekly
Monthly

TRANSITION ACTIVITIES WILL INCLUDE:

EXPLANATION OF ACTIVITIES THAT HAVE BEEN OMITTED:

- Community Experiences
- Adult Living Experiences
- Employment
- Instruction

Any adult living experiences that are related to maintaining employment will be addressed when appropriate.

ANNUAL GOAL:

Develop a vocational goal.

CRITERIA CODE = I = INDEPENDENTLY WA = WITH ASSISTANCE % = % OF ACCURACY
AGE = COMMENSURATE WITH SAME AGE PEERS EXP = COMMENSURATE WITH WORK SITE EXPECTATIONS

OBJECTIVE	CRITERIA	RESPONSIBLE AGENT	TIME LINE	COMMENTS
Complete a vocational evaluation.	W/A	STU VRD	12/31	
Use community vocational guidance services to develop a vocational goal.	W/A	STU VRD/YTP	12/31	
Obtain specific information about jobs of interest, welding, construction and public safety.	W/A	STU VRD/YTP	12/31	
Obtain observational info about jobs through participation (site visits, information interview, mentor ship, job club.	W/A	STU VRD/YTP	12/31	
State whether identified jobs are commensurate with abilities, interests, psychological needs.	W/A	STU VRD/YTP	12/31	

RESPONSIBLE AGENT CODE = STU = STUDENT PAR = PARENT LEA = LOCAL EDUCATION AGENCY
VRD = VOCATIONAL REHABILITATION DIVISION OAA = OTHER ADULT AGENCY

EXTENT OF PARTICIPATION IN GENERAL EDUCATION OR COMMUNITY:

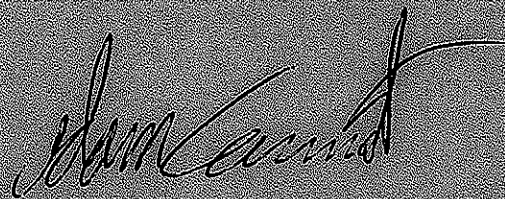
100% participation.

STUDENT SIGNATURE

PARENT OR GUARDIAN SIGNATURE

7/20/94

I started in the Youth Transition Program, when I was at risk of dropping out of school. With the help of the School district, Vocational Rehabilitation and Youth Transition Program I had the help and extra attention I needed to stay in school, along with a little help with money. I am still not fully finished with school but plan to finish in the fall. Through the on the job training that Mike Johnson, Bill Aarons and the fine employers of our area have set up; I have gained the skills and motivation that I need to find and hold a competitive job. The program itself, is based on what the person wants not what everyone thinks is best for them. Working on character building, goal setting, self esteem, and job search skills. The best part about being in Y.T.P. is the job club and the role it plays in networking all the agencies together at one place at one time. I feel that my time with my friends at Y.T.P. has been a lot of help and a lot of fun. There needs to be more services like this one available to more kids. At a younger age before they are at risk of losing a part of there childhood, and there education.



7/15/94