

InclusiveU Employment Workshop

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Maxwell Citizenship and Civic Engagement

InclusiveU is a program at Syracuse University that allows students with intellectual and developmental disabilities to attend college and earn a certificate. After graduating, students go on to employment or complete internships through a program called Project Search. However, even with these qualifications, InclusiveU students are struggling to find internship placements and/or employment. I organized an Employment Workshop to teach InclusiveU students professional skills to use in the job search process such as resume building, cover letter basics, and networking skills. These skills will allow students with disabilities to advocate for themselves when looking for employment rather than relying on someone else to advocate for them.

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Research Review

The following is research collected about employment for people with disabilities.

General literature

1. Baker, Dana L., *Disability and U.S. Politics: Participation, Policy and Controversy*. Santa Barbra, CA: ABC-CLIO, LLC, 2017. Print.

This source talks about the more political side of disability inequalities and begins doing so by explaining the Americans with Disabilities Act and a few cases in which this was challenged. Dana Lee Baker is a professor of politics and philosophy at Washington State University. During her under and post-graduate studies, she researched policies that address neurological difference with a focus in autism studies. The research that Lee presents in this book focuses on the laws and policies that affect people with disabilities. Most of her research addresses specific cases rather than data or numbers. Information regarding the policies that are in place is important because this shows us what the government is trying to do and what could be done better.

2. Berkowitz, Edward D., *Disabled Policy: America's Programs for the Handicapped*. Cambridge: Cambridge University Press, 1989. Print.

This source is dated and that is very evident by the first line "America has no disability policy." The ADA was passed in 1990, one year after this book was published; however, the information regarding rehabilitation and independence for handicapped people is still relevant. Author, Edward D. Berkowitz, is a professor at George Washington University in history, public policy and public administration. The book focuses on qualitative research of the history of disabilities rights movements and the government's role development of solutions. The last two sections focus on vocational rehabilitation and independence for people with disabilities and give an explanation of the history of disability social security and other programs that have been in place since the beginning of disability reform.

3. Burgstahler, S. (2003). The Role of Technology in Preparing Youth with Disabilities for Postsecondary Education and Employment. *Journal of Special Education Technology*, 18(4), 7-19. doi:10.1177/016264340301800401. Retrieved from https://www.researchgate.net/profile/Sheryl_Burgstahler/publication/23085309

[1 The role of technology in preparing youth with disabilities for postsecondary education and employment/links/55943e2f08ae21086d1ecd2f.pdf#page=8](#)

This article focuses on the importance of technology for people with disabilities and their ability to be independent. Author Sheryl Burgstahler is the Director of Accessible Technology Services and a professor in the College of Education at the University of Washington. She is also the founder of a program to for people with disabilities to increase opportunities through internetworking and technology. Journal was written prior to the founding of the organization and outlines the research done to determine the need for technology based programs for students looking for post-secondary education and employment opportunities.

4. Coudroglou, Alik, and Dennis L. Poole. *Disability, Work, and Social Policy: Models for Social Welfare*. New York, NY: Springer, 1984. Print.

This source includes a lot of similar information to Berkowitz’s “Disabled Policy” and uses Berkowitz as a source a few times; however, “Disability, Work and Social Policy” includes more information about the employability of people with disabilities. Alik Coudroglou was a professor in social work at Arizona State University and Dennis L. Poole is a professor of social work at the University of South Carolina. The two said they are passionate about community building and used qualitative and quantitative research methods to evaluate the methods and systems social policy for people with disabilities. This research furthers our understanding of a variety of programs that have been available to people with disabilities.

Furthering the conversation about employment, the chapter titled “The State of the Disabled Worker” explains some of the inadequacies in income maintenance programs, disability determination, and filing claims. The chapter closes by discussing advocacy for disabled workers in the workplace.

5. Cregan, C. (2016). *Social policy & administration: Differences in Well-being among people with disabilities in paid employment: Level of restriction, gender and labour market context* B. Blackwell. Retrieved from
<http://nq5hl7cp9d.scholar.serialssolutions.com/?sid=google&auinit=C&aulast=Cregan&atitle=Differences+in+Well%E2%80%90being+among+People+with+Disabilities+in+Paid+Employment:+Level+of+Restriction,+Gender+and+Labour+Market+Context&id=doi:10.1111/spol.12263>

This article was written by three professors from different countries, so the analysis of social policy and administration regarding people with disabilities is very broad. The article talks about consensus among researchers “that paid employment is central to social inclusion” and increases a person’s quality of life. Authors Christina Cregan (University of Melbourne), Carol Kulik (University of South Australia) and Hugh Bainbridge (University of New South Wales) ask the question as to whether social inclusion is equally available to people with disabilities. The researchers used survey data collected by the Australian government to determine that “work is not equally beneficial for all people with disabilities.” In addition to this research and various graphs measuring well-being of people with disabilities, the article gives globally accepted definitions of disability and social exclusion.

6. Lamichhane, Kamal. *Disability, Education and Employment in Developing Countries from Charity to Investment*. New Delhi, India: Cambridge University Press, 2015. Print.

This source is a bit different than others because it looks at ways in which other countries, specifically developing countries, treat their disabled citizens in terms of access to inclusive education and fair employment. Dr. Kamal Lamichhane is a professor of research in Japan and said he has dedicated his work to investing in the disabled world rather than offering charity. Lamichhane is visually impaired and has received intense discrimination and lack of opportunity because of his disability. His book contains more than 60 tables comparing data from a variety of survey questions - One table, that I found interesting, compares employment ratios of people with and without disabilities to the country’s income levels.

7. Nota, L., Ferrari, L., Soresi, S., & Wehmeyer, M.L. (2007). Self-determination, social abilities, and the quality of life of people with intellectual disabilities. *Journal of Intellectual Disability Research*, 51, 850-865 Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/17910537>

This study was completed in Italy with a goal to determine how self-determination, quality of life and social skills are affected by disabilities. One of the authors is a professor of psychology at the University of Padua in Italy. They found, as the anticipated, that people with more severe disabilities had lower levels of self-determination and social skills. The study found that access to opportunities and space to build social skills lead to more self-determination.

8. Schur, L., and Adya, M. (2013). Sidelined or Mainstreamed? Political Participation and Attitudes of People with Disabilities in the United States Sidelined or Mainstreamed? Political Participation and Attitudes of People with Disabilities in the United States. *Social Science Quarterly (Wiley-Blackwell)*, 94(3), 811-839. doi:10.1111/j.1540-6237.2012.00885.x Retrieved from <http://eds.a.ebscohost.com/ehost/detail/detail?vid=0&sid=43d42484-ba78-4b7d-9a9e-5cea6cbf1b07%40sessionmgr4008&bdata=JnNpdGU9ZWhtbG92ZG93d%3d%3d#db=eue&AN=89548365>

This journal is a study on how people with disabilities do or do not participate in political acts. The authors Lisa Schur (Rutgers University) and Meera Adya (Syracuse University) used quantitative methods to study the 2008 and 2010 voting supplements. Their goal was to determine whether people with disabilities are sidelined or mainstreamed in political participation. Neither of the authors has a particularly political background, but they were able to acknowledge interesting gaps in political participation of people with disabilities and what would have been different had they had the ability to vote. This take addresses civic duties of people with disabilities and whether or not the government allows opportunities for them to embrace their basic human rights (such as access to voting or employment).

9. Schur, Lisa, Colella, Adrienne, and Adya, Meera (2016) Introduction to special issue on people with disabilities in the workplace, *The International Journal of Human Resource Management*, 27:14, 1471-1476, DOI: 10.1080/09585192.2016.1177294. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/09585192.2016.1177294>

This journal focuses on a variety of issues related to people with disabilities in the workplace, but the central research considers the policies and attitudes organizations have for employees with disabilities. Authors Lisa Schur (Rutgers), Adrienne Colella (Tulane University) and Meera Adya (Syracuse University) all have a background in disabilities studies, social work, and business. I think that Colella's business background adds a level of unbiased commentary to the research being done. Overall, the comparison of various studies and statistics in determining workplace inequalities in hiring, pay, and job security explain inequalities that exist in the

workplace beyond the hiring stage. However, the authors explicitly state that there is a lack of empirical research on disability, but they reference a few additional pieces that have attempted to mitigate this.

10. Siperstein, G. g., Romano, N., Mohler, A., & Parker, R. (2006). A national survey of consumer attitudes towards companies that hire people with disabilities. *Journal Of Vocational Rehabilitation*, 24(1), 3-9. Retrieved from https://askjan.org/landingpage/NM_BLN/Marketing%20Study%20romano_siperstein.pdf

This journal takes a different approach to examining inequalities in hiring practices for people with disabilities – rather than looking at the employers, the authors went straight to the consumers because they are the ones who influence business. Through quantitative measures authors Gary N. Siperstein (University of Massachusetts), Neil Romano (advocate), Amanda Mohler (advocate) and Robin Parker (advocate) found that all the participants responded positively and would prefer to support businesses that hire people with disabilities. While this may not explain why employers are not hiring people with disabilities, it does show that there are other factors that should play into employers’ decisions.

11. Yamamoto, S. H., & Olson, D. L. (2016). Vocational rehabilitation employment of people with disabilities: Descriptive analysis of U.S. data from 2008 to 2012. *Journal of Applied Rehabilitation Counseling*, 47(4), 3-9. Retrieved from <https://search.proquest.com/docview/1844305478?accountid=14214>

This journal analyzes government data on Vocational Rehabilitation (VR) – VR was a program put in place as an attempt to help people with disabilities find and keep employment; however, because of lack of funding and the great recession in 2008, many offices were shut down. Authors Yamamoto, a research associate in the college of education, and Olson, an instructor in the department of special education and clinical sciences, are both from the University of Oregon. They examined the entire VR system and produced data that could ultimately influence the way that resources are allocated within VR programs. This in-depth look at the government implemented program seems to be an effort to educate people and hold leaders accountable to the original mission of ameliorating inequalities in hiring practices for people with disabilities.

12. Yunker, Harold E. *Attitudes toward Persons with Disabilities*. New York, NY: Springer Pub. Co, 1988. Print

This source has specific sections that focus on people's attitudes towards people with disabilities in higher education and employment. The study based inequalities in employment opportunities on three factors: clinical services model (ie. functional limitations, poor motivation, social skills deficits), social systems model (ie. Architectural and worksite inaccessibility, tight labor-market conditions, transportation), and career development model (ie. Short-sighted perspective, neglected work socialization, insufficient self-responsibility). Author, Harold Yunker, worked at Hofstra University in their disabilities studies department. Yunker had cerebral palsy, so a lot of his research and information gathering was very personal. Yunker studied how matriculated students treated non-matriculated students in the classroom and found that students would put more physical distance between themselves and a disabled student — changing this was Yunker's passion. This source contains multiple studies on the way that "normal" people react to people with disabilities and how this affects post-secondary education and employment opportunities.

Specific literature and evidence

1. Disabilities, Opportunities, Internetworking, and Technology. (2018, March 08).

Retrieved March 12, 2018, from <https://www.washington.edu/doit/>

*This is an example of an existing program in a different community that has been successful.

DO-IT (Disabilities, Opportunities, Internetworking, and Technology) is a center founded by Sheryl Burgstahler, a professor at the University of Washington, working to empower people with disabilities in their search for education, success in school, and job hunting skills. Several [reports](#) have measured the success of the activities (computer access, engineering career readiness, cyber learning, etc.) hosted by DO-IT. The website includes [resource guides](#) for people who are looking to recreate their programs in their local area.

2. *2016 Disability Status Report - United States*(Rep.). (2016). Retrieved March 12, 2018, from Yang-Tan Institute in the ILR School at Cornell University website: <http://www.disabilitystatistics.org/StatusReports/2016-PDF/2016->

[StatusReport_US.pdf?CFID=6949279&CFTOKEN=cdb401bae2453cf0-1280EFB1-D330-068C-D26777DB6ECF9ECB](https://www.disabilitystatistics.org/StatusReports/2016-PDF/2016-StatusReport_US.pdf?CFID=6949279&CFTOKEN=cdb401bae2453cf0-1280EFB1-D330-068C-D26777DB6ECF9ECB)

Cornell University has compiled and explained census data about people with disabilities and included sections on employment and education. In 2016, the employment rate for working-age people with disabilities was 36.2 percent and the employment rate for people with cognitive disabilities was 26.4 percent. The percentage of people with disabilities working full-time was 23 percent and 13.4 percent for people with cognitive disabilities. The median earnings for people with disabilities is \$40,300 (\$5,000 less than median income for people without disabilities) and \$35,000 (\$10,300 less than the median income for people without disabilities). Each of these statistics further the evidence for employment inequality for people with disabilities in the United States.

3. *2016 Disability Status Report – New York*(Rep.). (2016). Retrieved March 12,

2018, from Yang-Tan Institute in the ILR School at Cornell University website:

[http://www.disabilitystatistics.org/StatusReports/2016-PDF/2016-](http://www.disabilitystatistics.org/StatusReports/2016-PDF/2016-StatusReport_NY.pdf?CFID=6950465&CFTOKEN=ff28e58a07997bbb-14C3F927-EC6F-5C0C-A333D90B06BE6D6A)

[StatusReport_NY.pdf?CFID=6950465&CFTOKEN=ff28e58a07997bbb-14C3F927-EC6F-5C0C-A333D90B06BE6D6A](http://www.disabilitystatistics.org/StatusReports/2016-PDF/2016-StatusReport_NY.pdf?CFID=6950465&CFTOKEN=ff28e58a07997bbb-14C3F927-EC6F-5C0C-A333D90B06BE6D6A)

This is the same report from above, but specific to New York State. The employment rate for people with disabilities in New York state is 33 percent (23.3 for cognitive disabilities) compared to 77.6 percent without disabilities. This number is lower than the national average.

4. Dack, M. (2018, February 28). Senior vocation rehabilitation counselor at ACCES-VR [Telephone interview].

Michelle Dack is the Senior Vocational Rehabilitation Counselor at ACCE-VR in Syracuse. We spoke over the phone about the collaboration between Syracuse's InclusiveU program, ACCESS-VR as a funder, and Arise as a job coaching service. She said that, while the collaboration has been beneficial, the problem is still with the employers. People are hesitant to hire someone with disabilities because of all the unknowns. However, the only person who can disclose information about their disabilities is the applicant.

5. Roux, S. (2017, November 25). InclusiveU Student Support Coordinator [Personal interview].

Sam is one of the staff members for the InclusiveU program. He said that there has not been much data collection in the past for Syracuse University

programs offered to students with disabilities, but he was able to give me the following numbers (I have requested an official report).

Employment:

7 students have participated in Project Search through with InclusiveU.

Of those 7 who completed project search...

- Three do not have a job
- One does not have a job, but is not looking right now
- Three have some kind of employment

The average length of time between graduation and getting a job for Project Search Graduates is 6 months.

Current InclusiveU makeup:

Current InclusiveU Freshmen: 16 students

Current InclusiveU Sophomores: 10 students

Current InclusiveU Juniors and Seniors: 8 students

Current Access or OnCampus: 15 Students

Participating in Project Search now: 2 students (1 is a former InclusiveU student and 1 is not a former InclusiveU student)

Participating in Project Search next year: 8 students

Assessment of Organization

InclusiveU at Syracuse University

Mission

InclusiveU is a host for Project Search and their specific mission is for all their students to graduate the from the program or complete Project Search with competitive, inclusive employment.

Structure

InclusiveU is an initiative that was started by the Syracuse University Taishoff Center for Inclusive Higher Education. InclusiveU's mission is to bring students with intellectual and developmental disabilities, who want to experience college life in a fully inclusive setting, to Syracuse University. When students graduate, they can go on to employment or apply to the Project Search program.

Project Search is an international employment preparation program. Their mission is to provide a transition program for youth into employment through internship programs. Project Search has a variety of programs targeting different people groups, one being people with Developmental Disabilities.

Syracuse University is a certified host for Project Search and the InclusiveU Internship and Employment Coordinator Briana Shultz oversees the students involved in the project search program through SU.

Size

Students:

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Staff:

Staff members: 9 full-time employees

Peer Trainers: 3 Student, part-time employees

Additional peer-to-peer student mentors (volunteers)

Staff members are responsible for 51 students total. Their responsibilities include: creating students' schedules, coordinating necessary accommodations, advocating for inclusivity on

campus, pairing mentors, finding internship opportunities, helping students find employment post-graduation and helping students manage their services.

Budget

The Taishoff Center is funded by the Taishoff Family Foundation, TPSID Grant from the Federal Government and Department of Education, and students' enrollment fees paid to Syracuse University.

Taishoff Center for Inclusive Higher Education 2017 Annual Budget: \$671,318

This money comes from:

- Tuition and Enrollment fees (university takes a third, another third goes to the specific college the student is taking a class in and the last third comes to the home school – InclusiveU)
- Endowment Payoff
- Grant Funding
- Gift Funding

Project Search Program fees: \$1050 for internships and programs fees

*Project search is billed as a three-credit class

Students' pay for school using their Medicaid budget which covers classes, staff and program fees.

Leadership

Beth Meyers - Executive Director for the Taishoff Center for Inclusive Higher Education
(InclusiveU is an initiative of the Taishoff Center for Inclusive Higher Education)

Stanley Buckhout – Director of InclusiveU

Brianna Shults – Internship and Employment Coordinator

*All full-time Syracuse University employees

Potential contacts

Brianna Shults is the Internship and Employment Coordinator for InclusiveU and she will be the best contact. She oversees the Project Search Program and her work in advocating for employment for students with intellectual disabilities has been successful, but not as widespread as she had hoped.

Other

The Taishoff Center was established in 2009 and InclusiveU in 2014. While InclusiveU is using the Project Search model, they are working on customizing the experience to each student.

Description of Action

Project Description

The goal of the Employment Workshop is to teach and build skills that would help people with disabilities advocate for themselves in the job search process. This workshop was designed with the [InclusiveU](#) program at Syracuse University in mind. This is an inclusive college education program for people with intellectual and developmental disabilities.

The workshop will be about three hours and include resume building, video cover letter shoots, professional headshot sessions, and LinkedIn profile development.

* Disclaimer: This is how I did the workshop, but everything can be catered to the needs and interests of the group.

Human Resources

- Brianna Shults
InclusiveU Internship and Employment Coordinator
bmsults@syr.edu
- Diana “Dee” Katovitch
InclusiveU Assistant Director, Taishoff Center; Program Coordinator, Peer 2 Peer
dlkatovi@syr.edu
- Syracuse University Career Service Centers
- Students studying photo and videography
- Additional volunteers to help with resume building

Additional Resources

- Studio space for video and photos (optional – can be shot any quiet place with proper lighting)
- Camera equipment (if the photo/videographer do not have their own)
- Computer lab
- Resume, job search, and professionalism tip sheets
- Folders and flash drives (optional – some students have flash drives and others do not)
- Snacks/refreshments (optional)

Before the Workshop

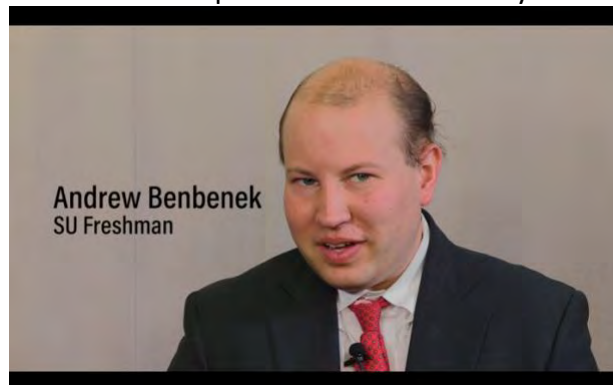
- Gauge interest, choose a date, and set a limit as to how many people can be accommodated (I would suggest having as close to a one-to-one pairing as possible).
- Create a system for registration (ie. Google Form)

- o Name, Email address
- o Graduating year
- o Major/career interests
- o Do you already have a resume?
- o Do you have professional clothes?
- o Do you already have a LinkedIn Profile?

- Using the information from the Google Form, tailor the workshop (as best as possible) to the attendees (ie. Gather resources from specific colleges, seek out volunteers who have similar career fields, etc.)
- Send out detailed emails to volunteers about what you need their help with
- Send out emails to attendees to remind them what to wear (ie. Business casual/something you would wear to an interview) and what to bring (ie. Existing resume, computer and LinkedIn login information)
- Create a detailed handout that volunteers and attendees can follow along with throughout the workshop (mine is attached at the end of this plan and the red text was only sent out to volunteers)

During the Workshop

- Set a familiar meeting place and walk to the place that the workshop will take place
- Use the first few minutes to let everyone log into the computers and explain the schedule (walk through the handout explaining each part of the workshop)
- Once everyone is settled, start taking 2-3 people at a time to shoot their video cover letters and headshots. Everyone else can work on their resumes.
 - o Video cover letters:
 - As you are getting the camera and everything set up, talk through the questions that you will ask
 - Ask and re-ask questions to make sure you can get a clean cut



- Head shots:

- Have your photographer take a few photos
- Stress that these should be professional, but you can take a few fun photos



- Resume Building:

- Use Word or [Canva](#) to create resumes
- Use tip sheets and resume templates to structure the resume
- Be specific about tasks and skills learned at jobs and internships
- Proof read everything

*Once everyone has done their video, taken their head shot photos and saved their resumes, transition to networking and professional development.

- LinkedIn Profile Building:

- Set up or login to LinkedIn profiles
- Talk about how to add experience and update personal information
- Stress that LinkedIn is used to make professional connections
- Ask attendees to join a professional LinkedIn group (ie. InclusiveU) and talk about what these are used for

- Professional tips:

- Practice interview questions
- Talk about checking and responding to emails
- How to reach out to potential employers

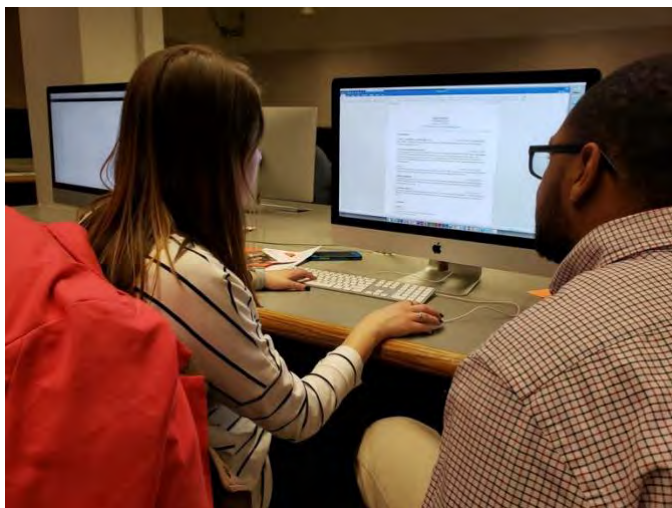
- Finally, have everyone send a professional email to the employment and internship coordinator with their resumes attached

After the Workshop

- Add everyone to the LinkedIn group
- Edit and distribute headshot photos (your photographer will probably do all the editing)
- Edit and distribute the cover letter videos (your videographer will probably do all the editing)
- Follow up with attendees with more professional development tips

Evaluation

- We had nine participants and five volunteers, a videographer and a photographer. I wish that I had more volunteers so that we could have had more one-on-one work for the resume portion.
- Some people finished their resumes before others, so we had people partner up and do mock interviews. This went well; however, I wish that I had more volunteers to help with this.
- If this were to be a reoccurring workshop, it would be better to break up the each of the aspects we worked on into separate sessions. This would allow people to focus on one thing rather than jumping around.
- Following up with attendees will be very important because the goal is to build skills and self-advocacy. There is a business advisory committee in Syracuse that is looking forward to seeing what the students create.



Employment Workshop Handout:

Video Cover Letters

This will be a short video (30-45 seconds) to show employers your personality. It should include the following:

- Name, year, what you're studying
- What are you good at (professional skills/job specific)?
 - Examples include: Writing, video editing, customer service, childcare, Microsoft Word, etc.
- What do you care about?
 - Examples include: Helping others, sports journalism, taking care of children, teaching others, etc.
- What do you think that you will bring to the work environment?
 - Examples include: Customer service skills, fun personality, attention to detail, etc.

Some students will need more help than others. Refrain from giving them examples unless they need help answering the questions. Above all, encourage them to show their personality and creativity.

Creating a Resume

1. Log into your computer and open Microsoft Word
2. Save the document somewhere that you can find it with a name you will recognize (For example: "*your last name*_resume"). Save the document after each section while you work on it.
3. Start typing out the information you want to include in the three different sections: education, experience, skills (you can add more if you have more to include).

Make sure you have all of this information:

1. Header: Name, email address, phone number (optional)
 2. Education: School name, years attended, type of degree, major/field of study, expected graduation year
 3. Experience: Name of employer, name of position, years of employment, specific job tasks (check tip sheets online)
 4. Skills: Specific skills (ie. Microsoft Word, writing, photography, etc.)
 5. Relevant awards, honors, clubs, volunteer work (optional)
4. Format your resume to make it easier to read. Use spacing, bolded font, bullet points, etc.
 5. Proof read your resume for spelling and grammar errors. It helps if you have someone else look at it as well.

*Get creative! This is what you will send to people you want to work for so that they know you have the skills to do the job you are applying for.

Some people will come in with their own resumes and others will have nothing to work with. Use your best judgement in wording, formatting and what should be included. Unless they tell you they are applying for a specific job or internship, the resumes will be very generic (not job specific). Make sure they save this on their flashdrive.

Interview Practice

Partner up with someone and pick a job you would like to apply for (see some examples on the next page or look up job descriptions for a job you might like). One of you will be the employer and the other will be the person applying for the job. The employer will pretend to work for the company the applicant wants to work for. The employer will ask these questions and the applicant will answer. Then switch.

1. Tell me about yourself
2. Where do you see yourself in five years? What kind of job do you want to have? Do you want to be living independently if you are not already?
3. What are three words you would use to describe yourself?
4. What kind of experience do you have in this field?
5. Why do you want to work here?
6. What will you bring to the job?
7. What are your strengths (what are you really good at) at work?
8. What are some things you need to work on? (The answer here cannot be nothing)

*You can add any more questions that you think are important.

You can do this with them as well! Have them be the applicant first and help them pick a job. Look up the job description and requirements just like you would to prepare for a real interview.

If they get stuck on a question, reword it or explain it a bit further. Make suggestions as you go then switch so that they get practice asking questions.

Sample job descriptions:

Line Chef

- Responsible for preparing ingredients and assembling dishes.
- Should have a knowledge of basic cooking skills

Job Coach

- Responsible for helping people with disabilities learn, accommodate, and preform their work duties.

Veterinary Assistant

- Responsible for daily tasks like feeding, weighing and taking animal's temperatures.
- Help the veterinarian with patient visits.

Teacher

- Responsible for creating lesson plans, leading the classroom and grading students' work.
- Classroom management is very important.

Carpenter

- Responsible for reading blueprints, taking measurements, and cutting material.
- Construction background suggested.

College Athletic Trainer

- Responsible for helping the athletes prevent and recover from injuries through training exercises and physical therapy.

Sports announcer

- Responsible for announcing play-by-play in games and adding commentary.
- Knowledge of communications/journalism suggested

Administrative Assistant

- Responsible for general tasks like faxing, mailing, answering phone calls, filing paper work, etc.
- Should have knowledge of Microsoft Word

Entrepreneur

- This is someone who wants to start their own business.
- The interview will be different because you will be asking for someone to give you money for your project instead of a job. Tell the interviewer about your ideas and how you think the business will work.

LinkedIn Tips

- Use a professional profile picture
- Fill out all the sections in your LinkedIn profile that you can
- Join LinkedIn groups that are relevant (ie. InclusiveU)
- Make connections with people you know and people you want to work for
- LinkedIn is not like Facebook. You should only post about projects you're working on for school or work, interesting articles that relate to your career field, or about jobs/internships you get.

At the end of the workshop, everyone will create a LinkedIn profile and fill out as much as we have time for. As we are looking through the site, stress that it is very different from Facebook – we do not post all of our thoughts here.

Professional Tips

- Check your email at least twice a day and respond within 24 hours.
- Make sure you address your email to the person you are sending it to and close with your name.
- Before you go into an interview, use glassdoor.com to look up the company.
- Make a list of things you want to talk about in the interview and write down any questions you may have for the employer.
- Research the person who is interviewing you if possible.
- Smile and just relax! You are ready for the working world – make sure everyone else knows that.

We will have all the students log into their emails and send Brianna (the employment and internship coordinator for InclusiveU) a professional email and attach their resume. This is when we will talk about responding to and formatting emails.

Opinion Essay

Word Count: 539

Target Audience: Op-Ed for The Daily Orange targeted towards Syracuse University students, faculty and administrators

Jon Rushmore, a senior in InclusiveU, was told he could not purchase a ticket to sit in the student section at an SU football game this season. Rushmore was furious because time and time again he had been told he was not a “real student” and did not have the same access as other students. Rushmore has intellectual and developmental disabilities, has faced discrimination his entire life and is still experiencing this at a place he thought he would feel accepted.

InclusiveU is a program that allows people with intellectual and developmental disabilities to attend university college and earn a certificate of completion in their field of study. Since the program’s start in 2014, the directors have been working towards inclusivity for students in all aspects of campus life. This is the first year that an InclusiveU student is living in an on-campus residence hall; students are getting involved in organizations on campus and taking leadership positions; and InclusiveU is being represented on national panels as a model for inclusive, post-secondary programs around the country. However, there is still a lack of access to certain classes, departments and professors as well as job fairs and career services.

Syracuse University talks a big game about being inclusive – the first section on the university’s student life tab on the website is accessibility and diversity. They say that “everyone should be treated with dignity and respect,” but Rushmore says that he does not feel like he is welcome everywhere. Despite being enrolled in their respective programs and classes, InclusiveU students do not receive information about college-specific job fairs and career services opportunities. Rushmore says that his goal in coming to college was to prove that he could do more than just graduate high school.

There are plenty of incentives for an employer to hire an applicant with disabilities (ie. tax incentives, wage credits, etc.), but, in 2016, the national employment rate for people with disabilities was 42.7 percent lower than the employment rate for people without disabilities and 44.6 percent lower in New York State (Cornell University, 2018). These percentages have not changed much since the ADA was passed in 1990. People with disabilities have been a marginalized community throughout history and the university is not doing all that they could be doing to help people who deserve it most.

On the other hand, often, people with disabilities are being advocated for when they can learn the skills to advocate for themselves. In lack of space for the students to participate in university-wide job readiness, I will be leading an employment workshop for InclusiveU students to create their own resumes, maintain a LinkedIn profile and build professional skills.

While employers may be hesitant to hire someone with disabilities because of the unknowns, access to an appropriate, living-wage job should be an opportunity available to everyone. Preparing students with the skills for jobs and the job search process are what they come to college for – this should be an opportunity available to all students.

[Chancellor Kent Syverud announced](#) that the university will be auditing diversity services and this is a great opportunity for students, faculty and staff to look critically at the inclusivity (or lack there of) in all aspects of campus life.

Reflections on Developing Your Project

I have been friends with students in the InclusiveU program at Syracuse University for years and I quickly noticed that there was an uneasiness about internships and employment post-graduation. My friends, who were just as qualified as I am, said they would be satisfied with any job they could get even if that meant stacking shelves. As I began asking more questions about students who had graduated the program, I learned that half of the students who wanted jobs were still unemployed.

From the beginning, I knew what the problem was and what the end goal would be – qualified people who have disabilities were being employed at lower rates than people without disabilities and this inequality should not exist – but I had no idea how to get there. I could see three players in this problem: job applicants with disabilities, their hired job coaches helping them find employment, and the employers who are trying to fill open job positions.

Generally, job coaches from organizations like ACCES-VR fall under government supervision and creating change in these organizations is difficult. Employers' reluctance to hire people with disabilities stems from their fear and lack of experience with the disabled community which is also a difficult mindset to change. My original idea was to create a database of employers who had already hired people with disabilities and who would hire another employee with disabilities who could then encourage others to do the same. However, there was no way to effectively connect employers, hold them accountable, and ensure a future for the project.

At this point, I thought I would look at the last player in the equation – the people with disabilities who were applying for employment. In speaking with the InclusiveU employment and internship coordinator, I learned that the InclusiveU students were not invited to resume workshops, professional development workshops, and career fairs like I, a matriculated student, was. Once the shock and frustration passed I realized that this could be my action plan.

After months of trying to find a way to fix the job coaches or employers, we found that teaching applicants the skills to advocate for themselves and sell their own skills in the job search process could be the answer.

Neither my broad nor specific problem changed and my organization stayed the same, but my project took a drastic turn. I wish that I had asked the simpler questions sooner. I always thought that the applicants were already doing everything they could to be hired. However, as soon as we started talking and I realized that students were not getting professional development training, the answer was simple.

Reflections on Engaged Citizenship

Before joining the Citizenship and Civic Engagement program, I always thought that all someone had to do in order to be a good citizen was vote in major elections. Now, it is quite an understatement to say that I am grateful for how much I have learned about being and engaged citizen.

Citizenship means many things – voter participation; awareness of and sensitivity to inequalities; and involvement in community – but, to me, citizenship means being informed. Nothing is more dangerous than a uniformed citizen who lives in their own bubble. If people do not know about their community, the country, and the whole world, then they have no reason to get out to vote, protest, or advocate – this would undermine the democracy that our founding fathers intended to create.

My second major is Broadcast and Digital Journalism and I cannot believe how much these two majors have become intertwined. In my journalism classes, I am learning that the First Amendment protects the press so that the people can be a watchdog on the government. Daniel Ellsberg, the government employee who stole the Pentagon Papers, explained the the importance of media to a democracy:

“Can you really have democracy, in a real sense, with the government having the final voice and the total voice as to what citizens shall know about what they’re doing and whether they’re telling the truth, and whether they’re obeying the law? I would say no. If they have the last word, and if citizens can only know what the government tells them, it’s a mockery of a democracy.”

In a time where confidence in the media is at an all-time low, people are not turning to other sources, but rather turning it off all together. If citizens are not keeping up to date with current events then they will not know why they should vote, why they should participate in

protests, or why they should advocate for causes and people. If people do not know why they should participate, then they will not participate.

Discussions that I was having about the purpose of journalism mimicked the conversations that we had about engaged citizenship. Daniel Ellsberg knew he would be going to prison for taking these classified documents, but he also knew that people needed to know what the government was doing underneath their noses. As engaged citizens, it is our job to pay attention, fact check when we are skeptical and then act on what we know and feel in the form of voting, protesting or advocating.

Citizenship and Civic Engagement not only shaped the way that I viewed engaged citizenship in today's society, but it also gave a meaningful purpose to my career in journalism.

Public Presentation

The public presentation begins on the following page.

InclusiveU Employment Workshop

Amanda Caffey
Citizenship and Civic Engagement
Syracuse University

The Problem

Employment rates for people with intellectual and developmental disabilities are too low.

Employment Rates

Category	Employment Rate
People without disabilities	77.9%
People with disabilities	33%
People with cognitive disabilities	23.3%

Source: Cornell University 2016 Disability Status Report

InclusiveU

Program for students intellectual and developmental disabilities to attend Syracuse University and earn a college certificate.

Project Search → Employment

InclusiveU

Program for students intellectual and developmental disabilities to attend Syracuse University and earn a college certificate.

Project Search → Employment

Post-Graduate Employment for People with Disabilities (Syracuse University, 2006-present)

Category	Percentage
Graduates with a job after earning their certificate from Syracuse University	43%
Graduates not looking for employment	14%
Graduates without a job after earning their certificate from Syracuse University	43%

Source: InclusiveU

A Solution

Create a space to teach career development skills so that students can advocate for themselves when looking for jobs and internships.

Professional Headshots

By Riley Monroe

Resume Building

- Focus on skills and involvement
- Highlight specific tasks from previous jobs and internships
- Include references



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Video Cover Letters



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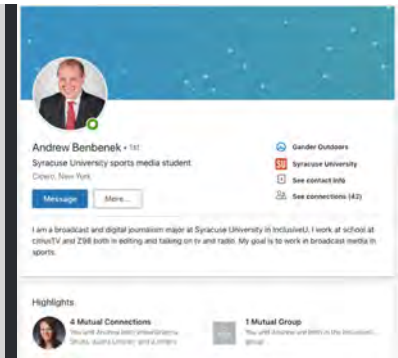
Video Cover Letters



7

LinkedIn and Professional Skills

- LinkedIn networking
- Sending professional emails
- Interviewing tips



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Next Steps



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QUESTIONS?



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