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NCWD/YOUTH EMPLOYER ENGAGEMENT STRATEGIES FOR  
POSTSECONDARY EDUCATION PROFESSIONALS

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>> ERIC CLINE: We are going to go ahead and get started.

If you called in to a telephone number, you should be getting -- you should hang up. You should be dialing -- you should get your audio through the computer. The conference line is for the presenter and the captioner.

I'm going to go ahead and get started quickly, and if you want to chat me personally, I'm Eric Cline, or into the general chat box you can do that. I'll pass off shortly to our presenters so we can get underway and hopefully everything will be smooth.

To give you a brief overview of what you're looking at, you can see in the top center of the page above, on top of the slides is a files pod, you can download the PowerPoint from that files pod. I'll be hiding it shortly so that we can move on to the presentation. I'll pop it up again at the end of the presentation so if you want to download it now, you can, if you want to at the end, feel free.

To the left, it is the Q and A pod. Type in your questions and we'll answer them either as they pop-up or in a Q and A period at the end, depending how the content of the questions.

The chat box, it is below that. Some folks are using that.

In the bottom left-hand corner you see the caption pod. We're live captioning the webinar.

If you haven't already, fill out the polls, we have poll number 1, what best describes your organization and poll number 2, what best describes your role.

That is that. That's what we are. I'm going to fast off to Mindy Larson. Mindy, take it away.

>> MINDY LARSON: Thank you, Eric.

This is Mindy Larson. Welcome to this webinar. I want to tell you a bit about us before we get started.

This is a national non-profit equipping leaders to work together across boundaries to build effective systems to prepare children and use for Postsecondary education, careers and citizenship. We house the national collaborative on workforce disability for youth, which is the national technical assistance center funded by the U.S. Department of Labor's Office of Disability Employment Policy.

Since 2001 we have been providing technical assistance and creating a variety of resources to better serve all youth, including youth with disabilities and disconnected youth.

In the past year we have added a focus on Postsecondary education institutions to assist them in building capacity and strengthen their practices to increase student retention and success. This includes raising awareness about strategies to better support students with disabilities and Postsecondary education given that students with disabilities are growing segment of the student population in higher education.

Today's webinar is a part of a series that we're targeting to Postsecondary institutions. All students, including those with disabilities need quality current development opportunities starting in the secondary school years and continuing throughout their Postsecondary education. When we say quality career development we're referring to opportunities for self-exploration which is reflecting on their own skills, interests and values and considering how different career paths fit with who they are and exploring various career options to ensure that students are making an informed decision about their education and career goals and opportunity to develop career planning and management skills through hands-on experiences, training, networking, mentoring and other opportunities.

Finally we're talking about using an individualized career development plan to focus and guide the career development process. Employer partnerships are an essential part of making career development opportunities possible for students. Which is why we chose to focus this webinar on employer engagement strategies.

We're happy to have Patricia G. Gill from IL as our presenter today. She's an expert trainer on a wide range of practices, including employer engagement and the national

director of one of our career development initiatives, the ready to achieve mentoring program. Now I'll turn it over to Patricia to help us learn to better engage employers.

>> PATRICIA GILL: Thank you, Mindy.

Welcome, everybody.

If we can go ahead and move those polls, we have a lot of people with us from community colleges and a few from universities, and we have quite a few people with disability services as well as other roles.

Welcome to this webinar on employment engagement strategies for Postsecondary education professionals. I'm Patricia Gill as Mindy mentioned. I do a lot of training for us on a lot of topics but I must admit, employer engagement is one of my favorites. Mindy told you a bit about the national collaborative on workforce and disability for youth. I'm not going to tell you a lot more. I would encourage you to go to our website particularly if you have interests in any resources that we mentioned during this webinar or in general any resources about connecting youth with disabilities, opportunities for continuing education, work or independent living. I'm the presenter for today's webinar, we have several coming up in this series, there is one on August 13th on work-based learning and one September 24th on individualized career development plans, all of these webinars are archived and here is the link and as Eric mentioned at the end you'll have an opportunity to download this PowerPoint if you want to follow any of these links later.

During this you will understand the key elements of strong employer partnerships, what's it really take to have a strong employer relationship, participants will gain multiple strategies for developing and maintaining employer relationships. You will also be able to identify some of the critical employer needs in relationships and finally you'll have some resources that you can use to engage and support employers. I want to find out a little bit more about who you are and what your challenges are. We saw earlier that a few of you were involved in community colleges and disability services. All people who are community colleges, who are in disability services can engage in employers and in a variety of ways. I want to say at the start of this conversation we understand that community colleges are highly diversified and really range from the state-wide system like the ID tech that you may see in Indiana to a smaller, mid-sized city like what you see in long beach. It is a much really smaller rural Community College, there is a very small white mountain in New Hampshire, and that's -- employer engagement, it is going to look very different depending on what size of Community College or

Postsecondary institute you're involved in and whether you're in the workforce, in economic development division or doing career and student services. I want to shout out to those people, we know the very important role that they play in helping young people to persist and to complete Community College. The disability services, the workforce investment boards, and we know there are some with -- and what we were calling one stop, they're now American Job Centers that are actually co-located at Community Colleges.

Whether you're in a very specific Department of a Community College, is it -- is it a technical department, welding, business studies. It could be staff reaching out, disability services reaching out, others may reach out to employer. And they would have a variety of reasons they're reaching out to employers.

If you don't mind, we'll have another quick poll, I want to get an idea of the kind of ways that you're currently trying to engage employers. So some of the ways that we have seen is for informational interviews, just finding out a bit more about what it is that they do, what it takes to do that job, who they're hiring, what kind of skills they're looking for, you can engage employers to help with mock interviews, you can engage them as guest lecturers, you can engage them in job fairs and I believe you can mark as many as apply on this poll. You can ask them to provide you with sample materials, you can send out site visits where the students get to go and actually see what goes on at an employer, at a factory, at any place, restaurant, hotels. You can do job shadowing where they go for the day and see a whole day of what that work would look like. A lot of community colleges and universities engage employers when students are completing papers or doing research. Also employers could be great for work study placements, obviously to provide job postings to the career centers, to give you human resource and labor market information, what are we hiring, who are we looking for? What are the jobs we think we'll have in the future. A lot of -- it looks like a high number here, people are using employers for internships, we ourselves here, we have many interns every summer and some throughout the year. Then, job listings, job postings, it is on there twice, if you marked it one, mark it both times.

It looks like quite a few of you are engaging employers for job shadowing, also quite a few are engaging them for internships and guest lecturers, interview, mock interview, fewer have received sample materials from employers at this time and few have engaged them for papers and research. Just a few more have done work study. Okay. Thank you.

That's helpful as we start to think about what would be the

best way to engage employers.

The last question I have, and I'm going to ask if you don't mind if a few people could type in a word or two about challenges that you're having in engaging employers. Is it around identifying the employers? Is it around getting in the front door? Is it around going from getting in the front door to actually having something happen?

I'll pop back to one question over to the side, someone asked if curriculum development is an option, it certainly is. When we think about providing materials or advising on what should be in a course, curriculum development, thank you for adding that. We should have had that as an option. I think some of the challenges that we have heard, I would like to hear if those lineup for you, is -- yes, getting in the front door, actually having something happen. A lot of times you hear, yeah, I wish I could help, we don't have anything right now.

Maintaining a relationship, maybe having one good person there that you connect to. Then if they're not available to help you, it doesn't seem like anywhere else to go. Some people are saying connecting to HR in larger corporations and getting yes from the front door commitment, that's a lot of what we hear. Getting through the door and then having something happen.

, lent, preconceived notions of -- excellent, preconceived notions of disabilities and people in employment. We'll talk about that. The bureaucracy of larger organizations, getting the right person, getting the above the entry level person that staffs the door. Someone agreed with Vivian. Let's see what she did. It is scrolling quickly.

Securing new employer partners to host internships. Yes, always tricky, getting first started.

Let's see if there are any other -- this is pretty similar to what we have experienced and heard from programs and community colleges that we work with. It is just even getting in the door, making things happen, somebody said something about them wanting candidates with a GED or high school diploma. Follow-through, the disconnect, figuring out what there is on the person's capabilities and what the employer has available. All right. Thank you. Keep typing, and I'll keep glancing back and also Mindy is still on, reading, if there is a question she feels should be elevated quickly she'll give me a little shout out.

Thank you to everybody who has -- you're -- a high tourist area, that would be a bonus, accommodations for initial testing, working with very small businesses, less than 10 employees. I think there's some lack of structure with that, but sometimes that could be good too, kind of a mixed bag there.

All right. That's helpful as we move forward. I think we'll address especially a lot about getting in the door as we -- address especially a lot about getting in the door.

The first thing, you will hear this all the time, it is relationships, relationships, relationships, no one is going to lend you a dollar, lend you their car, let you into their home, let you into their business if they have no idea who you are or what you do. If you don't have a reputation, if they don't know you, it is much harder.

You know, someone you knew came up to you, didn't know you, came up, hey, can I borrow your car? Take your keys? You would say no, I don't think so! Unless they had a really, really good story and you listened to them and they said, you know, I have to get my child from daycare, this happened, that happened, you may eventually listen maybe! It is unlikely! You have to have that relationship. If one of your coworkers say I have to borrow your car to get my child from day car, you would much more likely have that happen. If someone wants or wants to spend time in your -- wants to spend time in your home, our offices sometimes are like our home sadly, you have to get the relationship started and know them.

I remember at one point I was frustrated with a relationship and I said to a boss of mine at the time, you know, what is a relationship anyway? A gentleman I was dating, I'm no longer dating, he said you act like we're in a relationship. He through that word out there, nobody knows what a relationship is. A relationship is a series of interactions marked by common goals, a clear understanding and mutual benefit she sad without batting an eye.

I thought it was an excellent way to think about any relationship and when you think about a relationship with an employer it needs to be a series of interactions. It is not -- not like you'll knock on their door one day and say can we have four internships. Can you also come by and, you know, make a donation for course materials or a wing of our University or, you know, any of those other things, tell us about your industry needs. They have to get to know you, not just a one-time thing, you need something from there once, you come by, they never hear from you again. It has to be a series of interactions. It needs to be marked by common goals. You know, your goal is usually whatever experience you're trying to get for your student, whether it is an internship, whether you're trying to get someone to come and talk to your students about a career that they're interested in, but this is important if you're goals and where is the overlaps, the common goals?

A clear understanding, people talked about the issue of getting started and having the relationships go on. A big part

of that is a clear understanding. It is what you -- what do you want, what do they want? What's it going to take for everybody to feel like they got to that goal? Then the mutual benefit, the feeling that you really did get to that goal.

There is also some key parts of relationships. This is tricky sometimes, but it is really important: The first one, honesty. Someone made it in the comments, the idea about youth having certain abilities versus what they're looking for a job. It is important to be honest about who you are, who your students are, what you need, you know, what you can actually deliver. Even if you have to say, you know, our students don't have that much experience, but they are really good learners, they're really interested in your industry, they will show up on time. All of these other things that may be just as important as having the specific skills, but you have to have that honest conversation so that you're setting realistic expectations and you don't have that need for the -- the last one we'll get to, forgiveness.

If you start with honesty, hopefully you won't need other things. Communication, an open discussion of -- with the employer about what you need, what you can do, what you're hoping that they do. Another key piece is the time. It takes time to have a relationship. That can be difficult because, you know, you need the internships now, and it is hard to take the time to build the relationships to maybe have the interns next year or the year after. There is that time for things to sort of grow. You know, there is the seed, the season of growth before you actually see a harvest. Sometimes that can be tough because sometimes you need things right away. Patience and understanding on both sides. You know, the understanding that you're going to do the best you can to provide what they need and your understanding that it may take them a bit, someone may be really enthusiastic about you and your work, but when they go to your boss, someplace else, they may say well, you can't do it now, maybe next month, maybe the month after, maybe next fiscal year, whatever it is. Just knowing that you have to take the time -- someone made a comment that it takes 7 or 8 interactions before having a relationship. That can be hard sometimes if you meet with them, you meet with them again, you meet with them again, you know, I had someone else who talked about the relationships saying, you know, no, it is just a yes that's not been born yet. Sometimes it take it is a few meetings and a few times of connecting to get to the point and partnerships actually comes out of it. A lot of times here we have meetings with people and talk about possibly working together, possibly doing something together. It will be years later before the opportunity comes up and we're like oh, now we can work

together! Having those relationships budding out there, they'll eventually usually lead to something happening. I think one thing to think about, it is having a lot of seeds planted a lot of places so that they can come to. Then, finally forgiveness. Over time you will miss a deadline, you'll let them down, they'll miss a deadline, they'll let you down. Knowing that from the beginning, however forgiving you for what you may do, the same is reversed. Sometimes they come to lecture, something happens, they can't get there, sometimes you'll have a student that promises that they're great, something happens, no matter what happens, how great they are, they're not there, if you build the relationship over time with the communication you have the forgiveness in there.

Someone talked about anticipating the needs of an employer. You know, that's part of the early communication and the honesty. We'll talk a bit more about what are some of the needs we have heard from employers that they have.

Relationships are the key, so I kind of came up with this acronym relate to share some of the strategies we have seen work with employers and some of the things that employers have asked us for and said that they need.

The first thing, this is that getting in the door piece, it is references. We all know that we use references when we are applying for a job, trying to get a condo, any other sort of thing, sometimes you need the references. What kind of references work with employers? One that we see work really well is a reference from another employer. You know, if we have a letter from Home Depot saying I have had their interns in our management program, they're great. Lowe's may say oh, well, if they have done well there, they will do well here. Same with if you work with another employer in town, they know them, they can call them, they say, hey, so, you know, you worked with the Mindy Larson Community College, how did it go? The students are great, I spoke to them a few times, they're interested in the field, work with them.

That's better -- you can promise to be great as much as you want and try to be great but if they hear from another employer sometimes within a company someone made a company on getting into a big company and getting to the right person, sometimes they say I can't help you but you can ask, is there someone else I can talk to? Someone you would recommend? When you call you can say oh, Eric, Mindy Larson suggested that I call you, he doesn't know me but he knows amendment hey, Stacy said to call you, if Stacy recommended them, I should take the call.

Sometimes similarly within an industry if you can get in touch with the association or the union, they may let you present at a meeting, many of you I think are already

particularly if you're a Community College, active with the chamber of commerce or with their WIB, that's a way to get to know them, their business. Small business development centers, they're working with small businesses trying to get off the ground, doing better and they may need young minds or they may want to come talk and share their ideas to get their name out there. Those are some ways that you can meet people without having to knock, per se, on their door.

Finally, when you're in an organization, we have had luck going in all different ways. Of course human resources, sometimes they'll be happy to come, to talk to you about what their company is hiring, a lot of times there is a diversity or an EEOC group in an organization and they may be tasked with finding more people with disabilities, more minorities or more women welders, whatever it is. That may be a way to go in. Then for universities and community colleges, there is usually an alumni network. If you can find someone at the organization who attended your Community College, that may be a way to at least get in the door of the organization and, finally, there may be current students or families who work there, have family members that work there. I mean, I think if my son or daughter is attending a college, Community College, University, I would be more likely to say, well, let me see what I can do in the hopes that other families would do the same if my son or daughter came to their organization.

Finally, having an employer advisory group or someone on the board of your Community College is another way to get them involved, have them learn more about what you do. Someone mentioned earlier the idea about advising on curriculum, that's a great way, as they know more about what you do, they may start to think of other ways that they can be involved. There is always those different levels of references and just -- it is like -- I don't know if anyone remembers, the Kevin Bacon games, the six, seven degrees of separation, we all have some connection some way to every other person and it is just a matter of thinking who you know who knows someone who knows of your Community College or who knows of something else that you have worked on that can be that door opener and that connection. It is always better to have some kind of connection than to try to just go straight in cold without them having any idea who you are.

The next strategy, this is the one that goes back to the time is the E with reference to the R. It is to ease them in. From my favorite musical, The Wiz, you ease on down the road. You don't start off with can we get 10 internships, can we get a new wing on our -- can we get new equipment or our science lab. You start off with something that takes a few minutes and they

get familiar with you.

That's just the beginning. As you get further down the road, eventually you'll get to Oz but first you go through the cornfields and the scary forest just like Dorothy did. It takes time to get where you're going. There will be challenges, right, there will be flying monkeys, whatever, along the way. You start out, you make your way down the road and not ask them to carry a heavy load at first.

A way to ease them in is to offer them a menu of options. Everybody loves a menu.

Some things that are really easy that just take a few minutes. If you could give me a referral to some other employers or other people that I could talk to, if you have some sample industry materials, here is the type of material we work with within this industry. Here is a sample of some of the paperwork that you fill out at a vet tech, here is some of the stuff I completed as a restaurant owner when trying to figure out how to order supplies. Whatever it is, if they could give samples of what actually the work looks like, what you actually do. Just send us job listings if you have any entry-level jobs that you may consider hiring someone out of Community College or even a summer internship, a summer job, let us know that, and any other information. Just 5 minutes, send us anything that you think may be helpful. Most people will say I don't even have 5 minutes to send you a job listing. Now, if people have a little more time, maybe they could come, just be a guest lecturer, come for an hour, share their expertise, experience. Many people like to talk about how they got their job, what their journey was like. That can be really good for students and particularly if it is a student with a disability, minority, something else that they may see as a barrier. For them to see someone that looks like them, for someone that may be incarcerated like they were incarcerated but who now owns their own company, is the manager of a business that they are impressed by, it can really help them see -- a lot of times our young people will see someone in a suit, they think that person must have just been born in that suit. They have a whole family of people that wear suits! They were executives, the grandparents are executive, and now -- not realize that that person who is in that suit today could have been incarcerated, could have a disability, you know, most disabilities are non-apparent. You know, could have come up in poverty, lived in public housing, we don't know. It is important for them to have the guest lecturers to come and share their stories so that they can see what the connections are and how they, too, could make a path.

Mock interviews, it is a great way -- this is a fun, tricky

one, a lot of times employers come and do mock interviews with students. We have had several times where employers have tried to hire our students out of mock interviews.

You know, there is no pressure when they're doing a mock interview. Particularly someone made a comment about, you know, being perceptions about youth with disabilities, what they can do, and what they'll be like. We had an experience when doing mock interviews in Houston, one of the employers actually came up to me ahead of the mock interviews and said, you know, Realistically what can these students do? Are we thinking that they would be greeters, baggers, stocking shelves? You know, I had to take a little breath, I appreciated his honesty about what his perceptions were, what people with disabilities could be expected to do, and I said, well, yes, perhaps some of the students would stock shelves or bag groceries, but others may run the register, others may manage the grocery store, others may own the grocery store or a chain of grocery stores.

There is a wide range of abilities and the students, just like a wide range of abilities of anyone that would probably walk through your door. What is great about this story, is after the mock interviews, that same employer came rushing up to me and said, you know, that was great! I would have hired 5-6 students I interviewed and I couldn't even tell what was wrong with them! That sentence is horrible and edifying at the same time! The fact that if you're interviewing someone with a disability, part of you may be looking to figure out what's wrong with them. The fact that even though he knew these students are disabilities, which in most interviewing situations he would not, he still couldn't figure out, you know, what it was. He wanted to hire 5-6 students he interviewed. That's a real show within just a couple of hours of a complete change of attitude of a perception of what disability looks like or what disability can do. That's why it is really important to get employers that exposure to our students at any opportunity we can so that they see them as people with a range of abilities and not just people with disabilities. Informational interview, again, it is another way to do that. To have time, to ask questions about the industry, what does it take to get in, what are job conditions like, and also another opportunity for an employer to get exposure to talk to young people. It is really good for our young people, our students to have experience talking to people besides their families, besides their professors, talk to people they don't know and get that experience under their belt.

It is helpful if employers do resume reviews and tell us, if I look at this resume, I see this, I see that. That's what is standing out to me. That will help the students know when

they're leaving the Community College, even if they're looking for a summer job, an internship, what they need to highlight. Finally if they have a couple of hours, they could offer a worksite tour, a job fair, be a judge for a competition if you have an end of the school year science fair, if it is a -- a business studies class, they do presentations at the end about what their potential business would be. That's a great chance for an employer, again, to be exposed to all that your students can do without the pressure of you asking them for a job.

As I said, if I'm going down this progression, people that started off just doing mock interviews, just doing a guest lecture, just sharing job listings, they have often quickly progressed to can I hire one of your students? Can I give them an internship? Haul though it may seem like you're spending a lot of time in, you know, the beginning steps, a lot of times once they're in, and that initial sort of barrier is broken in their mind about what students can do, what students with disabilities can do, they're usually pretty willing to jump up to the larger commitment, you know, from the job shadowing to the mentoring. Mentoring is a great opportunity for an employer who may not have a job at the time to still offer expertise and to get to know a student and maybe offer them something in the future, to be an adviser on research, a project, and then to offer the internship, a work study, a practicum. We have done it in the past, we run promise and some of the programs -- programs, they have come out and done the research and then they come out and do the practicum, that's a good way to engage an employer, especially if you have one that needs supervision by a licensed nurse, a social worker, whatever. Then a project, a research study that goes on for a while, if they can make that commitment. Again, employers are more likely to start off in the 5 minutes, one hour, it is good to offer that. A good way to get employers together without asking for a lot of commitment at first is to do a little business coffee to invite business people to your Community College, someplace else for coffee. One thing we heard from business partners is sometimes when they hear lunch they think that -- I'll answer what a cast stone project is in one second.

If you think you're asking them for lunch, it is in the middle of the day, it will take all of this time, what we have heard from some of our business partners is they like a morning coffee. They get up early, they come by, they -- it is a quick coffee, you tell them about what the options are, you fill out something, get the information, then they still get to their desk by 9:30, 10:00 and stay there as many hours as they want.

The idea of a -- another thing we heard from businesses, is that sometimes community colleges, programs, we tend to

over-agenda is what they said. We want people to come, to stay for an hour, hour and a half, two hours, they prefer a quick half hour, here is what we've got, what we need, thank you for coming by. If you want to stay for a tour of the campus, you can, but for those people that want to comics find out, go, a coffee, it is wonderful. Some call it a coffee Cache. And it presents well. You can present them with a quick sheet to fill out as they fill their coffee, saying that that's their preference to be contacted, and which of the things that they could do, refer colleagues, employers, materials, guest lecturers, a mock interview, a tour, someone asked about a capstone project that's on here, that's a lot of times at the end of a course or a business study program, something like that, there will be a final project, it is called the capstone project, you work on it throughout, it brings together everything that you learned about starting a business, it may be your business plan, your capstone project, could be everything you have learned about running a hotel and you come up with a hotel plan at the end or everything you have learned on youth programming and you come out at the end with a design for a new program.

Usually a capstone project is something that people want to actually implement. It is active or applied learning. By the end of the semester, the series, the program, as part of your requirements to complete, you will do a capstone project where you pull everything together and apply it to your own organization, or make a business plan, something like that.

A great question.

What we have seen with handing this little paper out like this at the coffee, everybody sees everybody writing something and they want to write something too, they don't want to be the one person that doesn't want to write anything. A thing we have done at the end sometimes is send a thank you around to all the people that came and sometimes in there say and thank you to Ellen for offering to do this, thank you to Stacy for offering to do this. A lot of times when they see, oh, well, you know, if Stacy is doing that, well then Ellen wants to do this, if Stacy and Ellen are doing this, then, you know, maybe Jeff will say I have to get my business in there and then Terry will say I want to be a part of it too.

It kind of builds that networking, but sort of a little bit of peer competition as well. They also like to have coffee together. It is a great way to get employer time and get some commitments for just a few minutes which turns into an hour which turns into two hours, which turns into a day, a month, and then they are yours forever!

Another part, the L in relate, using employer language.

When you offer your menu of services and your value, you want to think about the needs of the employer instead of just what your students are looking for. I think this can be a tricky switch for us as educators, people that are used to developing young people and preparing young people. Somebody said in a much earlier comment that you have to think about the employer needs. That's really important. What you want to say to the employer is this would help you with recruitment, you know, our students will know about your business and know what you do, and so will their friends and family. They may be likely to come out of here and want to work with your company. We'll be able to send you pre-screened applicants, these are students that have done well in our course and who show up on time to class and who really are interested in this industry. They'll already have basic skills through the intro to welding we have done or whatever the class is. It gives you an expanded labor pole. A lot of employers need people with disabilities, need more diversity, need more women. A lot of the construction fields are looking for women. Or they're required to have people from the community. Most of the people at the Community College from the community. I know hear in DC we just -- here in DC we had a WalMart that was opening. They had a requirement to hire a certain percentage of people from the community. You can help them do what they need to do.

You can take customized response to HR needs which sounds wonderful. Not we have students that need some jobs, that's fine. We can give you a customized response to your HR needs. Let us know what you are looking for and we can work to develop that. Someone mentioned earlier about employers advising on curriculums. That's exactly it. We can say we need more students that need this.

A diverse workforce, again, a lot of them have diversity requirements. A lot of federal contracts require that and a lot of organizations, they just want to have that. Sometimes there are tax credits or other benefits to hiring certain populations so that's something to bring out as well.

Don't say, I know it is hard, we're used to talking about this vocational experience. We all -- you know, vo-tech, they have different reputations different places. Some people unfortunately have that association with, you know, vo-tech being where all the kids went that wouldn't graduate, go on to college, when you talk about this, those kids, you know, back when there was tracking but of course, there isn't anymore.

Work-based learning, employers are not so excited about people learning at their job. They want them to learn the job. We want them to come to you so that they can learn. They think I want them to come to me to do the job I need done. Most

employers, unless they're in our business, they don't know what WIA is, much less WIOA, none of us quite right now at this point know what WEOA is and we try to learn and implement it going on. When you talk about, you know, I'm a WIB located in a commune college and part of WIOA is trying to -- you have lost them. They have no idea what you're talking about.

Youth development too, I don't know if they want youth developing at the workplace. Employers want people who can do the job they need done. They may care about the community, they want that too. In the end, you know, they're not worrying about developing and learning per se, that's not what their mission is. Same with they don't even know what transition is. We all know transition, we talk about it every day. For them, a transition could be a figure of speech, a transition from this to that. They don't though what transition is. Career exploration, which we love talking about, it is one of our three phases of career development, they don't want people there, you know, exploring -- I'm exploring, I'm finding myself. You know, find yourself on your own time. Do your job here! These are all terms we love and we have deep meaning to, I use them all the time with conferences with you all, conferences with workforce people, when I'm speaking to an employer, they don't know these things. I see a couple of people commenting yes, there is a big difference between education speak and employer speak and sometimes the same acronyms that we use can have different meanings and different settings. They don't know all the time when we're using acronyms that we think means one thing, it could mean something else.

There was an example once of an IEP that meant something totally different than what we think of as an IEP. It is important to peek in a language that the employers have and the need that they have. A couple of people have talked about meeting employer needs and we'll talk about that more.

In fact, we'll do that here. We have something called the employer guide, there is a link to the end of this power point which you can download to check it out. A thing that it talks about, that employers are looking for, is somebody who knows what the industry needs. If you are going to an employer, you should do some research to find out what they need and there is a lot of ways to do that. I'll talk about that in a minute.

You want to see what do they need. We want to understand the difference between a program feature, a course objective and a benefit. Although we may say, you know, our course covers teamwork, soft skills, to an employer you need to talk about a benefit. You will get employees that know how to multitask, you will get employees that know how to -- as opposed to we cover or our students learn about, you wants to turn it around to how

does it benefit the employer. You will get we will offer you. Know the benefits for the employer, talked about this earlier. They'll get recruitment, reliable employment employees, that's a main thing we hear from the employers we work with. People that will show up and work.

Documentation of quality skills development. I saw just -- you know, a lot of community colleges have different programs, you know, business studies program. Think about what could come out at the end as their certification, something that shows even if it is just a basic computer certification, something showing some skills or some way that you help the students develop like a portfolio, something that shows what they know how to do. Referrals and prescreen your applicants, same on that, this will come up later. A lot of employers said that because there is different departments at community colleges and different people, sometimes they were getting approached multiple times by multiple people and sent all kinds of different students and requests, they didn't always even align with what the employer did or what the employer needed.

To be sure that you may have just one person who is contacting the employer and making sure that the employer is getting what they need.

Finally, if there is any kind of employer brochure or flyer that your Community College can create -- another thing we heard from employers, is that they will be approached by all different people who give them all different stuff. It makes the Community College look very disorganized or decentralized and everybody is doing their own stuff and producing their own materials. If there is something very simple that explains to an employer what your Community College has, what programs you have, what you're looking for, maybe that's something that you could develop together or at least even just a quick one-pager about your work.

This is exactly what someone mentioned earlier: The WIIFM. That's what everybody listens to! WIIFM stands for what's in it for me? This is tuning in to that station, figuring out what it is that employers need when they're listening to that station, what do they hear? Someone asked earlier, are we telling educators about what employers need? There is a lot of ways to figure that out, whether it is when you have the guest lecturers, that being one of the questions.

As part of the work that your students do, they could conduct informational interviews and they could report out here is what we heard that the employers need. This is what I heard back that they need. That's a way that -- I know that you all have plenty to do, that you may as an educator don't have time to go out, to ask the employers yourself. That could be a part

of the work, coursework, that students do. It could be part of what job developers, people in career services do and it gets fed back to you or you could do it through an employer advisory group or a coffee group that we talked about, could also say that this is what we're seeing, here are the challenges that we're having. Some of the kinds of questions that you can ask employers whenever you get to talk to them, in whatever setting, it is what are the biggest staffing challenges in your industry? Is it being on time? We hear things like enthusiasm, follow-through, those are things that employers are looking for. Is it people that can just do basic math? What is it that -- is it writing skills? What is it in their industry that they're not able to find? Is it people who can work early in the morning? Is it people who can, you know, get along with other people? Customer service? What is it? What are the most pressing business operational challenges? What are the skills that your workers need? This is a great one, what are the primary reasons entry-level employees don't succeed? We don't like to focus on that, but it may be important to know. We have had to let people go because they were being inappropriate. A lot of times it is hard for students to translate and move from work relationships and -- school relationships and things that you can say, you know, joking around with your peers, with your teacher, your professor, your parent to what's appropriate to say and talk about in a work environment. That may be a reason that people have had to leave.

Finding out what ways do they prefer to be approached, do they like an e-mail, a call? What's the best way to stay in touch with them?

Finally, who else in your company would it be helpful to interview? They may say actually this person has been doing a lot of hiring, or, you know, this person worked with your Community College once and this is a problem that they had.

A great question I heard someone use at a conference is you have to find their pain point, which sounds terrible. They gave the example of, you know, they were working with an employer who had just one night shift that they never could fill. As we know, a lot of University students, college students, they're up at night, they're always up, they were able to help them fill that night shift that they never could fill.

I mentioned already the employer brochure that lays out the basics of what an employer can expect if it is about your work study program, whatever. Something in writing, a lot of people are visual learners, people want to take it, to pass it to others. Look at industry magazines, a lot of professors are good at research. If you don't have time to get in touch with

an employer, look at industry magazines and union newsletters and those kinds of newsletters going out to see what they're talking about. See what are the stressors, what are people complaining about, what are they looking to fix. That may give you ideas of the types of things they need in the industry. That's some of the ways to begin to find out exactly what it is that employers are looking for in a particular industry or a very specific employer, what they need.

We're all the way up to the A of Access.

That's so strange. I hear a phone ringing. Sorry about that.

A for Access. Hopefully you can still hear me.

To provide disability specific information and support. As someone mentioned earlier, there is a lot of miss information and awkwardness and confusion about if I hire a person with a disability what does it mean? What will I have to do? What would be the legal requirements? Will I be liable for something if something happens? You know, there is just this concern and people don't know. A lot of times it is not discrimination so much as people don't want to do something that would be rude or hurtful or injury someone. They're like I don't know, I don't want to say the wrong thing so they back away. The first question is just to help out by identifying and addressing access and accommodation needs. Helping the student know about what they need to form their best, not just well, you're legally required to have a ramp, or this kind of door, but, you know, for the student to be able to disclose and self-advocate for what they need. We have a great guide called the 411 on disability disclosure that helps young people know how to talk about their disability and what they need in the school setting and a Postsecondary setting which you all are, as well as in a work setting and in a social setting so that they go into the employer saying, you know, I have a visual disability, the way I get around that is I have a screen reader and this and I'm -- you know, able to read and do everything I need to do. I use dragon speak to type and I'm all set. The employer doesn't then say oh, well, I have someone here who is blind and I don't know what to do. They can go in, say what they need and you're there to let the employer know, no big deal. Let them know if there will be -- if you're placing a student in an internship, something like that, let them know exactly what the follow-up is. Not just the student will show up this day and there you go, but they'll be here this day and I'll check back with you. I'll call you that first day, make sure that they arrived, in addition to prepare and support the students, let them, again, you know, you can use the 411 disability disclosure, I think many of you get the -- Mindy Larson will get the link for us and

we'll put it up at the end. Reasonable accommodation, make sure they know what they need, not just I have autism, autism is a wide-ranging thing that could mean anything. If they're going to say I have autism they should also know I have autism and all that means for me is that I need to be in a quieter work space. I can't work as well with a lot of noise and I can't work as well with fluorescent lighting, I will turn that on and have a lamp on my desk instead. They themselves know what to say about it and move right on.

We had an intern here who had a disability manifesting itself that she was unable to recognize faces. She told us in our very first staff meeting I am unable to recognize faces. When you come up, if you could please say hi and say your name, hi, you know, it is Patricia, that would be helpful to me. Then we all knew and we moved on. Her being able to talk to us about it, it was helpful and that's the same help for an employer. To offer disability, diversity awareness. We're about to have a meeting in a hotel here, we have disability and I offered to do training for the hotel staff because based on earlier conversations I expected they were not familiar with working with people with disabilities and I want to be sure that the staff had that guidance, the training so that they would -- staff -- so that they would have training and not do something accidentally upsetting or do something upsetting and not even be aware of it, be awkward, embarrassed. We take care of it, everybody is comfortable.

Ask the employer what further support and information they need. A great question that a friend suggested today was what did they need for a successful relationship? Ask the employer. This isn't just about disability, this is about overall as you're starting a partnership with them. What do you need for a successful relationship? What would it take for you at the end of this time to feel like this is a success? That way you can be sure from the beginning, would you like a check in every month? Would you like something at the end of the internship, the end of the placement that say this is what the student did? Is there a certain product you're hoping for by the end or a report? Let us know so that we can do it.

You can even give the employer some sample guidance on working with your students. This is one example for our employer, suggest that they pick youth-friendly staff. We know there are some people that are much more comfortable with youth, much more comfortable with, you know, training someone, having someone new around asking questions and there is some people that are great at their jobs but not as good as helping new people or maybe not as flexible with working with a young person who may have different ideas. I know one of our interns -- this

is when I was at youth employment place, an intern was doing all of their job in comic. They liked the way it looked, it wasn't even comic but it was not even that, it was comic book something, it was a curly, funny looking font and everything was typed in that font, a staff member went by and was upset, that's very unprofessional, how can you type it in that? I can't use it like that. The young man quickly explained, when it is all done, I just change it all to the times new roman, I just like to type it better in this font. Now, for me, that would have been fine, as long as you give it to me in times new roman that I need with the 1 inch margin, type it in however you want, hand script, whatever the difference -- there is all of these different fonts available. For some staff it is why would you type it in a funky font! Type it in a proper font. You need staff that is able to work with new, young energy. Right at the beginning identify the students interests, goals and expectations. It is important, employers may not think about this, they should ask the young person at the beginning, you know, what are you hoping to do while you're here? Maybe one of the main things that the youth wanted to do was, you know, go on a ride around with the police. You know, maybe they're working at the desk but they want to go on one right around and not spend the whole time working and at the end be so disappointed that they didn't get to do that specific thing. Finding out at the beginning what it is that they want to do and vice versa.

While you're here, we're hoping that you will get this done. That gets that beginning idea of what everybody wants and you don't get to the end and somebody says well I thought I would get to do this while I was here or we thought you would complete this.

Recognizing the mood from being in school to being at work.

The example I use a lot for this, it is that when you're in school, when you finish your work, you can just put it down, take it up to the professors desk, then you can go back, you can do whatever you want for the rest of the time. That's fine. In fact, you try to get your work done early so that you can hang out, you know, talk to the other students about maybe meeting at the student union after, whatever. At a job when you finish your work, you're supposed to go and ask for more work.

Now, to a lot of our students, that's a shocking idea! If you got your work done, why would you go and did for more work -- and ask for more work? Just being sure that you have explained the rules and that it is clear when you do this, come get more, make time and space for this. Sharing your own experiences, career pathway when they can so that they don't see you as an executive that was always an executive that can really understand that you, too, started out, you know, making copies,

helping setup for the meeting, some of the less exciting tasks that interns do and honestly all of us do. As an intern, you don't see that. You think why did they get to do all that, I'm stuck doing that. Understanding everybody had a different pathway.

How to think about hands on and various tasks for youth while at the job. This is one that sometimes shocks people, allowing exploration and failure. One of my colleagues saw that on the PowerPoint, failure! Why tell them there will be failure! That's terrible! I think, you know, a big part of life is failure, there is a whole philosophy around the dignity of failure and that sometimes people mess up. Sometimes every one of us made a mistake on a job, every young person will make a mistake on the job, they'll fail at a task, to be ready for that, to be ready to go back with them, to say, okay, here is what I asked for. Here is what you did.

To say I, myself, I did it wrong once. I learned it. Just to know that every job placement, internship, even a job shadow, there will be something that goes wrong, and I think it is an important lesson also to know how to work through that.

Connect the resources and training. One thing we have seen, a lot of times the young person, a student will start a job and want to know more. They want to understand more. Getting them a way to learn more about a particular field, a particular piece of legislation, something that they're doing would be great. Finally, have fun. Students are fun. You can enjoy them. They can enjoy you. They can have a good time there and still do work.

That's okay. Don't feel like just because it is an internship that you have to be serious all the time and be serious with them all the time.

Finally, we have the T and the E and then we have time for questions here. The thank you, one thing we heard repeatedly is that a lot of times community colleges are good at starting relationships, saying we want to have this, can you come, speak, do this, but they don't maintain the relationship and they don't let the employer know what happened later. Thank them at the beginning, thank them in the middle, thank them at the end, invite them to cool stuff. We heard they don't like brunch, breakfast, invite them with a breakfast with -- invite them to a breakfast with a students, give them an award, a plaque, recognizing the employers that helped you out that year. Giving internal recognition and external, put it up around your place but also send something for the company newsletter so that the company can know that, you know, Lyndon came and did a presentation for us, Ellen helped out with this. Sometimes that's good for them internally as well.

InVoight them -- invite them to special events, come to the unveiling of a science lab or when the students are demonstrating a robot that they built, let them know about the tax benefits that they can know about. Give them a letter, people love handwritten letters from students, thank you for speaking about this, it was interesting.

You know, thank you for demonstrating your new solar whatever, it was so cool to see. Let them have a seal of your college, a specific business program. Invite them to your graduation. Let them see here is what happened to the young people, the students that you had come through your door. They did graduate. Here is the project that they created. A lot of times, you know, it is thank you for giving us that information, interview, material, advice, thank you for advising us on that curriculum. Let them know at the end we use that had in the curriculum, here is the graduates, the projects that they did.

E, enjoyment! You see that guy kicking up the heels! Everybody likes to have a good time. They slugged it out with the enter ship, they helped -- internship, they helped provide research, resume, invite them to the celebration, the awards, let them give the award to the student, the student that was your intern, also recognized as the business student of the quarter. You know, you have whatever may be the award that they got.

This is a fun one, invite them for behind the scenes stuff. Let them come, to help with an experiment. See something that you're demonstrating, get a behind the scenes tour of your Community College. I know at my school we had a big animal husbandry program, there were cool barns and animals, let them see that. That may be interesting. Maybe they have a child that could come to your school someday. Let them help build projects and judge them, judge the robots and the time machine, whatever that you're building.

If you have an event, have them in the front row, right in the front row, all of the internship hosts for this year, the sponsors, have an open house again, let them, you know, a lot of times they have days where people can come and tour the college, let them come for that too and be recognized, to get a special tour, and then student performances, let them come to the theater performance, maybe the student that was an intern also plays an instrument. Who knows. Let them enjoy all of the things that they were a little part of, not just the one thing that they did, but all of the others. They may see other students that they may want to work with, other parts of your program that they want to connect to.

They may see other departments of your Community College, hey, I didn't know they have this kind of department.

We have this guy that does that.

It is always good to have that exposure, to let them enjoy, something that you enjoy, you want to come back, to do again. That kind of relationship.

Just to let employers know, you know, you have employees, this is, again, the benefits, you have new ideas, skills, so many times a student will come in, you have been doing something in a way for ten years and they say, oh, well how come this is not closer to that? I never thought about that. We always had it in this order. This is a big one. We hear a lot that employers say this is professional development for their own staff. By them getting to supervise someone, teaching someone else something, that they can learn it better themselves or solidify their own skills. You can meet and vet job applicants prior to hiring them, you get new partnerships, sometimes with the Community College, sometimes with other employers that have interns as well. A lot of times they'll learn about services that you have that their employees could have. You have young people that need classes, they need the classes and the training. It increases the capacity of the organization and the reputation in the community, whether a small or large, tax benefits and finally, feel good. We have heard from a lot of employers, it increases office morale to have a student, an intern around, to have students come through and tour. It just brings light and energy. We all could use that.

Finally, workforce development and career service staff can employ employers people with knowledge of an industry, you can give them documents, documentation of the students skills and interests, the referrals, the support, a single point of contact, I'll emphasize that, you heard a lot that they have a bunch of people coming through, they don't know who to call for what, training and coaching of their staff, services for their staff, families, information about universal design, and we'll give links for that in the end. Accommodations. Communication, that follow-up, it is critical. Another thing you heard from employers, they like when you say you're going to call at 9:00 that you call at 9:00. You say you're going to come by at 10:00, that you're there at 10:00.

I spoke to a colleague over at the association of community colleges -- I'm getting that wrong -- ASCC -- she said that -- with her interviews with employers about exactly how community colleges can work better with employers, there were three things that they said repeatedly. I told you the first one, that you could do internal back-checking, find out who else has contacted them. Half the time when they ask them, have you interacted with this college, when was the last time they did, they said last week someone was here from that department, the week

before, someone was here from this department and then last week we had a student come through and we had interns and this and that. Having someone come through who had no idea of their history, it was sort of annoying and it made the college look disorganized.

They said decide on what your key ask is. When they have a bunch of people coming through asking for all different things, you know, it divides the resources, you don't know what they really mean. If you want, the example was general electric to help with a light bulb project, ask that, if you want a new wing, ask for that, the new wing, whatever the main thing is that you want. A little asks look scattered and then they don't know how to spread their resources.

Finally, they said that a lot of colleges did not know the difference between partnership development, getting the partners and partnership maintenance, a lot of energy was spent knocking on the door, making the connections, getting in, getting things set up and there wasn't much checking back in or that last piece we checked about of letting them know what happened. Here is the young people that graduated, here is what they thought. Thank you for the contributions to the curriculum. Thank you for what you did. Thank you for coming to talk to our students, here is what happened. Thank you for sharing the materials, here is how we used them.

Thank you for hosting that intern, they have now graduated. Here is their capstone project. What would you like us to do next year. That piece of checking back in with them didn't always happen.

We have a little time left here, a little more than 10 minutes or so for questions. A lot of people have been typing things over to the side. I saw that there was a lot about family engagement.

We think it is important to engage families as partners, not just well, let us tell you about the young person, here is what they need. Finding out what the family goals are, what goals the young person has, how they can work together. A lot of times families can be resources, they may work someplace and have a connection there. They may go to a veterinarian, you have a kid that wants to be a vet tech, you have a kid wanting to go work at a dentist office, you talk about getting through the door, a lot of times the families may have the connections and be able to help you if they just know that's what you're looking for.

It is much better to be, you know, working together and pulling in the same direction.

If people have questions -- I see a couple of people are typing. I would like to know what questions you have, and if

there is additional resources you have, some other things you would like to know about. It also would be great to hear if you have particular experiences and challenges. I see a few people are timing.

Somebody mentioned working with youth with backgrounds. We work a lot with youth with backgrounds, students with backgrounds, there are two things for that: There is first of all doing early research on what careers, if any, that it will be a problem to have a record. I think also as much as possible, if you can get the records sealed or expunged, do that. Finally, having the young people ready to talk about quickly and move on that if it comes up their records. Yes, I made this mistake, now I have done this, this, this, and I have this degree and this certificate.

Transportation is always a challenge. I see someone put that in. We have seen that tackled a few different ways from working with other programs, like sometimes VR or in one place I think Georgia we work with Georgia graduates, sometimes they have funding that can go for bus tokens, transportation. We have also had students work together to car pool. We have had -- we have found funding to cover gas cards or stipends, transportation is an age-old challenge, but that's a way to get around it, other funding that may be able to be used for that. Gas cards, bus tokens, a lot of times students have shared with each other, well here is the bus you can take, it goes by your house at this time, maybe even having a logistical piece and sometimes they -- other students sometimes know a better way to get there.

We had one student with a car and we were able to get money to donate towards gas and they were able to pick up the other student.

Just going back through to see if there are any other questions.

Someone appreciated the comment about failure. It is hard for us to see any of our young people fail. If they don't stumble and get up now, they'll probably fall later. It is probably better for them to stumble in this semi safe environment of an internship, learn to do, what do you do when you're the person that breaks the copier? What do you do when you thought you understood an assignment and you're back to your desk and you have no idea what you're supposed to do or where you're supposed to start? A lot of people have issues with transportation.

We have a whole bunch of information on working with families that's on our website. Mindy Larson is great about posting in the chat some of our other resources, check them out definitely. The disability disclosure I mentioned, stuff on

working with families.

What's other questions that came. Staffing agencies is a good place with background issues to build a work history, definitely. Any of the temporary placement types of places are good. Someone mentioned they got help from their workforce development department for bus passes. A lot of times other agencies have funding that could be used for that and you can work together and sort of leverage if you're in a Community College they may have some other resources that could be used. I know that we get a case study from Georgia, a student was getting books paid for by one DR and then a bus token from Georgia graduates and then all of these different things are making it possible, and then somebody else was contributing to the gas that went for the car pole and all of those things were contributing to her being able to go to college. It may be doing mapping of what resources are available.

Someone made a very good point too, that fear of failure led to self-accommodating, writing things down, recording things if there is a tend sip to forget. Walking through the failure, what happened, what can you do in the future, if you're someone who is not an auditor learner, to see if you can get the instructions in writing or if you're not sure you understood them, to learn how to echo back. You're saying you want me to go to this website and to do this and you want me to summarize it into a two paragraph thing, just repeat back so that you learn skills for what you can do next time. Problem solving, that's important going through a job and also really as you go through life.

Employer engagement strategy with timelines: From what we have experienced, the main thing, I think someone wrote earlier it usually takes 7 to 8 interactions, we have had some employers that we worked with and they have come in, been a guest lecturer for example that same semester, that same week, that same month, you have others, you talk to them, you talk again, it is the next semester, a year later before it comes to fruition. We have had an employer who we just went for a tour of their radio station and then they offered to mentor a youth and then next year they offered to have an internship. Within a year it had gone from just a tour to an actual internship. Hopefully those are timeline examples.

It is hard to connect with and get in the door, tips for the message, I think if you have something that you can mention that is in common, if there is someone who referred you, if there is someone that they know that you worked with, another employer, if there is something that you have seen that they need, or that they have advertised, a certain kind of position, anything like that that will give them a reason to call you

back. You know, if you just say this is Daniel, I'm calling about, you know, our college internships, but if you say this is Daniel and Susan told me to call or suggested that I call you and that you might have a few minutes to give me some materials or -- give them an idea of how much of their time you want, if I can just get 10 minutes of your time for this, that's a good way to start, maybe after you talk for 10 minutes they'll be willing to set up that meeting with you.

Someone says that they engage families, we have seen this as well. They know what the goals are, that they can really get behind that. Someone got on the job training with a hairdresser for a new grad, and now the person runs the shop alone. Exactly, every family has connections. Every family has a hairdresser, a vet, a dentist, a lot of our youth are interested, as a mechanic, a lot of youth are interested in the fields, that may be a way to connect.

Yeah, a lot of times students don't even know about scholarship applications or think I don't want to beg for money, when they understand, everybody does it, athletes get scholarships, you know, you don't just get a scholarship because you're needy. A lot of people get scholarships because they're smart, there is no shame in filling out a scholarship application. You are less smart if you don't take the money that they're offering you. Encourage them to do that.

Assisting with bicycles, I have heard of that as well, finding out who does employee services, if you're a Community College, maybe that's not your number one thing, so think about who you can connect to who may have some of those services and who is also invested in young people and getting people jobs and maybe you can work together. They can help with transportation, tokens, some of the other things.

If an employer says we tried that once and it didn't work out. It is really good to explore where they what didn't work out. That gets to the pain point, the question we suggested earlier, you know, can you tell us what has been the main reasons that you fired someone. It is good to know what didn't work and then you can get around to what would they need to have it work and maybe you can get to a trial or something quicker and say I'm sorry that happened. Get in to what happened and that way you can be sure that it doesn't happen in the future. I would go that next step to really explore with them what the situation was and how you can be sure in the future it won't happen. You know, if there is -- if they're still not willing, maybe there is something less that they would be willing to do, you know, just provide you some materials or just mock interview or review or come be a guest lecturer. You can say I understand at this point, you know, you're concerned about having an

internship, I may be too based on what happened to you. Maybe instead if you're willing to come guest lecture, we can do that. You know, just start to build -- you may have to rebuild that relationship with very small steps that they have been burned with before.

Getting to the end of the time, we want to make sure we share with you these employer engagement resources, we have an entire module on engaging employers between employer and employees, and there is a link here for that, we have guide post for employers, we mention that had earlier, listing specific things that employers are looking for, like the single point of contact. We have strategies for becoming a employer-friendly intermediary, being the go between employers and youth and employers and community colleges and two resources that can help the employer, the employer assistance and resource network helps with job postings and information about disability access and a lot of other resource and the job accommodation network specifically has a lot of suggestions for accommodations for most disabilities and most accommodations cost less than -- I think it is less than \$300 and many are free. They're great resources if employers are wondering what this will cost me.

For more information, go to our website, we have a lot of resources and topics that were not covered today. All are free to download and share. We're funded by the Department of Labor's Office of Disability employment policy. They have a wide wealth of resources and unemployment. Finally, mine director, Curtis Richards, he's a great resource for everything disability and just everything. Mindy Larson who has been my co-host today is also a wonderful resource for information.

>> MINDY LARSON: I wanted to say thank you to you for being our presenter today and sharing all of your experience and knowledge on employer engagement.

We certainly welcome everybody to contact us at any time, we are technical assistance center, so we take phone calls, e-mails on various questions that you may have or different challenges you deal with and try to point you in the right direction or share strategies just like Patricia has done today on this webinar.

We mentioned at the beginning also that this is the third in a series. I wanted to remind folks that we'll have more -- two more coming up, one on August 13th on work-based learning strategies, and one on September 24th on individualized career development plans.

Keep an eye out for those announcements and if you're not already on our news alerts list, go ahead, send me a message, we'll make sure that you get added to that.

I think that's about it. I really appreciate how everyone

participated about sharing lots of different ideas and questions and resources in the chat box.

We'll have this recorded and available online in about a week. Everyone just have a good afternoon and definitely reach out to us if you have further questions.

Patricia, do you want to say anything else before we wrap up

>> PATRICIA GILL: Thank you for everyone! So in answer great comments in the chat, and one I wanted to add, people mentioned centers for independent living, they're a wonderful resource, we have a link to find one in your area -- centers for independent living.

Thank you, everyone. Have a great afternoon. It has been a pleasure to spend this time with you today.

>> MINDY LARSON: All right. We're signing off.

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