DOCUMENT RESUME

ED 454 651 EC 308 455

AUTHOR McQuillen, Terry; Nietupski, John; Berg, Deana Duncan; Daugherty, Vicki; Bildstein, Stephanie

TITLE Iowa High School High Tech: Promoting Careers in Technology for Students with Disabilities. Final Report and Implementation Manual.

INSTITUTION Grant Wood Area Education Agency, Cedar Rapids, IA.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE 2001-02-00
NOTE 109p.; Produced with Goodwill Industries of Southeast Iowa. Manual produced with Susan M. Hamre-Nietupski.
CONTRACT H158Q70029
AVAILABLE FROM Grant Wood AEA, 4401 Sixth St. SW, Cedar Rapids, IA 52404-4499. Tel: 800-332-8488, ext. 6442 or ext. 6441 (Toll Free); Web site: http://www.aea10.k12.ia.us/hsht.
PUB TYPE Guides - Non-Classroom (055) -- Reports - Evaluative (142)
EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Career Development; *Career Education; *Career Exploration; *Disabilities; High Schools; Internship Programs; Outcomes of Education; Program Effectiveness; School Business Relationship; Secondary Education; *Technical Education; *Technical Occupations; Technological Advancement; Transitional Programs; *Work Experience Programs
IDENTIFIERS Iowa

ABSTRACT

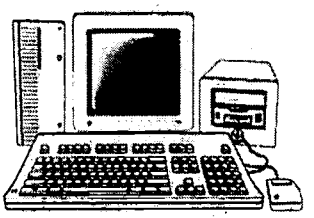
This final report and implementation manual describes the activities and outcomes of Iowa's High School High Tech (HSHT) program, a joint effort of Grant Wood Area Education Agency and Goodwill Industries of Southeast Iowa to inspire students with disabilities to pursue high tech careers. The program provides opportunities for students to learn about area firms, to identify career interests and to shadow seasoned professionals, and paid and non-paid internships. The program also offers students chances to visit postsecondary educational institutions, high tech firms, and summer tech camps, and to pursue software training. By 1999-01, the 3-year program was serving 87 students in 12 high schools and 3 alternative programs. Thirty-seven HSHT students have finished high school since the project began. A survey found that 20 attend higher education programs, 2 of the 29 are unemployed, and 7 of 29 are working. The replication manual includes an overview of the HSHT model and the seven-step process for establishing effective HSHT programs. Responsibilities of HSHT personnel are explained, along with the nuts and bolts of starting a program. A job shadow packet and internship packet are provided. An appendix includes related forms and publicity about the program. (CR)

Reproductions supplied by EDRS are the best that can be made from the original document.

ED 454 651

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Promoting Careers in Technology for Students with Disabilities



Iowa High School HIGH TECH

Final Report and Implementation Manual
February, 2001

Terry McQuillen and John Nietupski
Grant Wood Area Education Agency

Deana Duncan Berg, Vicki Daugherty and Stephanie Bildstein
Goodwill Industries of SE Iowa

http://www.aea10.k12.ia.us/hsht

Support for HSHT comes from grant H158Q70029 from the US Department of Education, Office of Special Education and Rehabilitation Services, Office of Special Education Programs. The ideas expressed here are solely those of the authors and do not necessarily reflect the position of the Department.

EC 308455

ERIC

2

BEST COPY AVAILABLE

Table of Contents

Project Report

Replication Manual : Helping You Develop a HSHT Program

Appendix : Additional Forms

For More Information Contact:

John Nietupski or Terry McQuillen
Grant Wood AEA
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
1-800-332-8488, ext. 6442 or ext. 6441

E-mail:
Jnietupski@aea10.k12.ia.us
Tmcquillen@aea10.k12.ia.us

Website: www.aea10.k12.ia.us/hsht

Project Report

Iowa High School
HIGH TECH

BEST COPY AVAILABLE

ERIC

Iowa's High School High Tech

Iowa High School HIGH TECH

Iowa's High School High Tech (HSHT) program is a joint effort of Grant Wood Area Education Agency and Goodwill Industries of Southeast Iowa. The program began in 1997, with receipt of a grant from the US Department of Education, Office of Special Education Programs (#H158Q70029). This section of the project manual describes the collaborating agencies, gives an overview of the program and reports on the activities and outcomes of Iowa's HSHT.

WHAT IS HSHT?

HSHT is a program designed to inspire students with disabilities to pursue high tech careers. First implemented in Los Angeles in 1983, HSHT has gained the support of the President's Committee on Employment of People with Disabilities, Mitsubishi Electric America and the National Science Foundation. Today, over 60 HSHT programs are in operation across the country.

Grant Wood AEA

Grant Wood Area Education Agency (GWAEA), the lead agency for Iowa's HSHT program, is an intermediate education agency. It provides educational services and support to 33 public schools and 37 private schools in seven, east central Iowa counties. GWAEA's mission is: "to provide, as a partner, exemplary leadership and service to support learning in schools and communities."

GWAEA's 480 staff provides direct instruction and consultation services to over 9,000 students with disabilities, their teachers and families. GWAEA offers a variety of services to districts, including curriculum consultants, therapies, work experience, psychology, social work, fiscal management, professional development, technology support and school improvement consultation.

Goodwill Industries of SE Iowa

Goodwill is a community-based rehabilitation agency that provides employment services to adults with disabilities. In 1999, a record setting 745 individuals were served, with 211 placed in competitive or supported community jobs. The agency has a long history of collaborating with schools and the Iowa Division of Vocational Rehabilitation Services to transition students with disabilities from school to community employment.

Iowa's HSHT Vision and Mission

Iowa's HSHT program is guided by the following ***vision***: *"Students with mild disabilities will contribute their talents to the technological workplace."* On the basis of this vision, the following ***mission*** was developed: *"HSHT will assist students with mild disabilities in identifying a high tech career preference and accessing post secondary education/training in their desired high tech field."*

Iowa's HSHT program partners with a number of entities to achieve its vision and mission. In particular, the business and school partnerships formed over the past three years have been instrumental in the program's success to date. Each of these partnerships is described below.

Iowa's HSHT School Partners

Iowa's HSHT program began with five high schools in and around Cedar Rapids in 1997. By 1999-2000, it had grown to 12 high schools and 3 alternative programs in three counties, including:

- **Alburnett**
- **Behavior Learning Center**
- **Belle Plaine**
- **Benton Community**
- **Cedar Rapids**
  - ✓ **Jefferson High School**
  - ✓ **Metro High School**
- **Center Point-Urbana**
- **College Community/Prairie High School**
- **Iowa City**
  - ✓ **City High**
  - ✓ **West High**
  - ✓ **Senior High Alternative Campus**
- **Life Skills**
- **Linn-Mar**
- **Marion**
- **Vinton-Shellsburg**

Iowa's HSHT Business Partners

Iowa's HSHT program has had the good fortune of creating durable business partnerships. Initially, our plan was to work with a few, larger companies that offered a range of technological learning opportunities. We soon found that expanding our approach to include small to mid-sized companies offered students more career choices. As a result, our business partners range from two-person operations, to multi-national giants. The table below illustrates the industries and companies available to Iowa HSHT's students.

INDUSTRY:	BUSINESS PARTNERS:	
Automotive	McGurk-Meyers Motors Inc.	Performance Concepts
Biology	Genesis Inc.	Uro Surge
Broadcast Media	KCRG – TV 9	KGAN – TV 2
	Iowa City Interactive Cable	
Computer Networking	Avalon Networks	Entre Information Systems
Data Management	Lason Technologies	
	Brain Engineering	Froglegs
Engineering	Howard R. Green Engineering	
Financial	Guaranty Bank & Trust	Firstar/Wells Fargo
	REACT Center	Worldcomm
Tech Support	Iowa City Community Schools	UI Hospital School –ITS
	CR Schools–Tech. Center	UI – College of Education
	GWAEA Media/Technology	University of Iowa Printing
Graphics/Computer Aided Design	WDG Communications	Stamats
	Benson & Hepker	Direct Impulse Design
	UI Hospital School – Graphics	Kliks Photography
	Primus Construction	Pioneer Office Products
	Leapfrog Technologies	LiveWare 5/McLeod USA
Internet/Web Design	Seabury & Smith	
	Bentley Manufacturing	MSI Mold Builders
Manufacturing	Intermec	Rockwell Collins
	Vector Corporation	
Medicine	UIHC – EEG Lab; Neurology	Injury Prevention Research Center
	Mercy Medical Center-CR	
Software Development	Mattel Interactive	
Software Training	Manpower	Entre/New Horizons
	City of Cedar Rapids	Cedar Rapids Police Station
Other	Cedar Rapids Fire Dept.	Executive Electric

Iowa's HSHT Activities

Iowa's HSHT program offers a number of activities to assist students in identifying a high tech career goal and developing high tech skills. The core activities are:

- ***Site visits,*** opportunities for students learn about area firms and identify career interests. We encourage students to participate in 5-6 visits per academic year, generally scheduled in fall.
- ***Job Shadows***, 1-3 hour sessions where students learn more about a particular career through observing and working alongside a seasoned professional. We encourage students to participate in 2-4 job shadows each year, generally scheduled in fall or spring.
- ***Internships,*** 100-150 hour paid and non-paid, in-depth experiences through which students acquire specific skills and contribute to the business' operation under the guidance of a mentor. Our goal is to involve each student in one or more internships prior to graduation.

Iowa's program offers Tech Coach support for these activities.

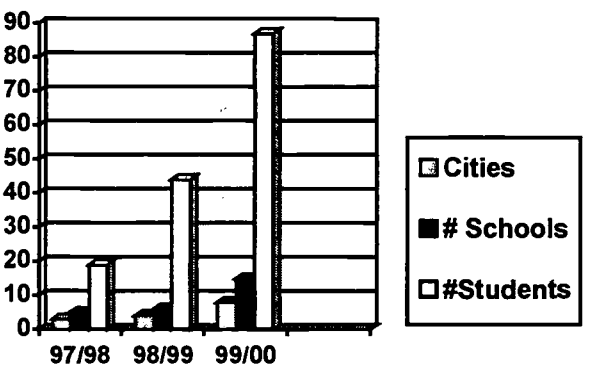
In addition to these activities, Iowa's HSHT offers:

- ***Tech/Career Days***--where students visit postsecondary educational institutions and high tech firms, engage in tech activities such as designing a web page and interact with HSHT peers form other schools.
- ***Summer Tech Camps:*** 2-3 day high tech learning experience on a college campus.
- ***Manpower, Inc. software training*** where students are given no-cost access to computer-assisted, self-paced, instructional packages developed by Manpower to teach the basics of MS Office applications Word, Excel, PowerPoint and Access.

Iowa HSHT's Results

Sites. Iowa's HSHT program has grown from a single site in the Cedar Rapids area to a second site in Iowa City.

Cities/Communities Served. Iowa's HSHT served three Communities in year 1, ranging from Cedar Rapids with its Population of 110,000 to Marion, at 30,000 to Center Point-Urbana, with a combined population of 3,000. We expanded to four communities in year 2 and to eight by year 3.



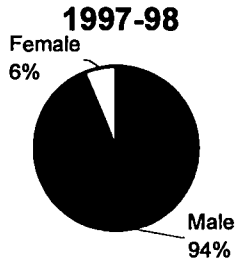
Students Served. Iowa's HSHT program has grown from serving 19 students in year one, to 44 students and finally 87 students in 1999-2000.***School Partners.*** Iowa's program served 5 high schools in 1997-98. By 1999-00, the program served 12 high schools and 3 alternative programs.

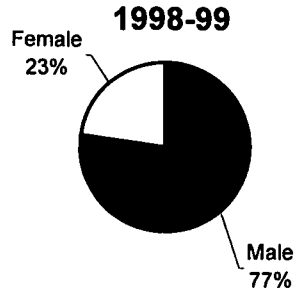
Student Demographics

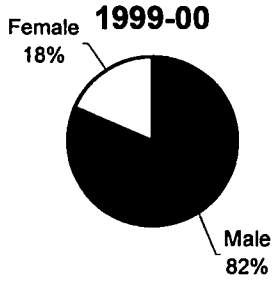
As the pie charts on the following page illustrate, Iowa's HSHT program served a broader population as the program expanded. To summarize:

- ***Gender***: We expanded from serving one female (6%) in year 1, to 10 (23%) in year 2 to 16 (18%) in year 3.

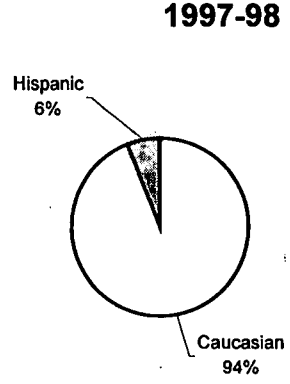
GENDER

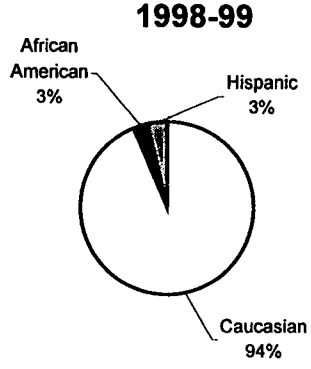


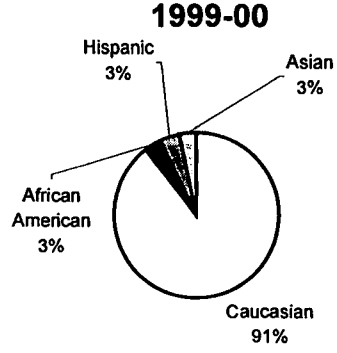




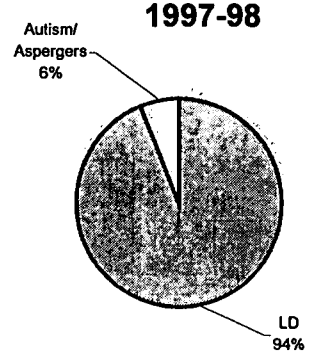
RACE

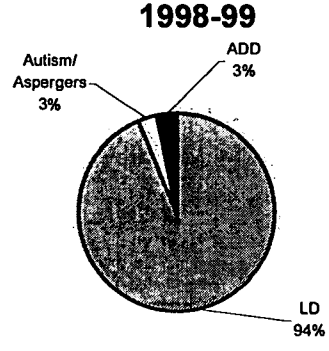


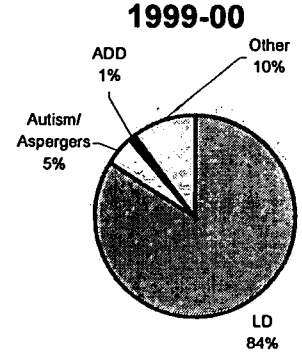




DISABLILTY





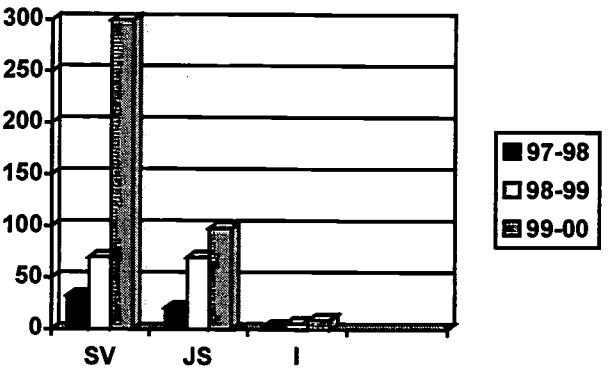


- ***Race/Ethnicity***. In year 1, we served 1 Hispanic student (6%). In year 2 we served one Hispanic (3%) and one African-American (3%) student. In year 3, we served two Hispanic students (3%), two African American students (3%) and two Asian students (3%). While low, these figures represent more diversity than found in the general school population in all but three of our partner schools and in the three county service area as a whole.
- ***Disability.*** In years 1 and 2, over 94% of the students served had Learning disabilities. By year 3, our population had expanded to include students with a wider variety of disabilities, including physical disabilities, deafness and behavior disorders/emotional disturbance.

Activity Participation

Student participation increased during each project year. The following table illustrates this growth in participation:

- ***Site Visit (SV) participation*** grew from:
  - 33 participant visits, to 70 visits, to 314 visits from 97-98 to 99-00
- ***Job Shadow (JS) participation*** grew from:
  - 21 to 70 to 98 from 97-98 to 99-00
- ***Internship (I) participation*** grew from:
  - 3 to 6 to 9 from 97-98 to 99-00



Post High School Status

Based on surveys administered immediately following high school graduation, we found that 65% entered post secondary education:

- 5/6 of 97-98 grads entered post-secondary education;
- 6/8 grads in 98-99 entered post-secondary education;
- 13 of 23 grads in 99-00 entered post-secondary education.

Approximately three-fourths of these students choose a community college program.

Thirty-seven HSHT students have finished high school since the project began in 1997. A December 2000 follow up survey reached 29 program graduates. This survey found that:

- 20 students, or 69%, attend higher education programs, with ¾ attending community colleges
- 2 of 29, or 7%, are unemployed
- 7 of 29, or 24%, are working, one in a high tech field and six in service occupations.

Dissemination Activity

Iowa's HSHT program disseminated information through a variety of mechanisms. These included:

- ***Our website***: http://www.aea10.k12.ia.us/hsht/ Which had over 500 "hits" since its inception in 1998.
- ***Local newspaper publications***—including feature pieces in the Cedar Rapids Gazette special "Success" issue (attached in appendix).
- ***Newsletter publications: including*** our own semi-annual newsletter, the Goodwill newsletter, the CR area Chamber newsletter, Grant Wood AEA newsletters and the UI College of Education newsletter.
- ***National Publications:*** publication of an article in the International Goodwill publication "Working".
- ***Presentations:*** Including four presentations at AEA-wide student/parent transition conferences, one statewide parent conference presentation; three university course presentations; one statewide educator conference; two national conferences; two service organization presentations; one presentation to Cedar Rapids area businesses, city officials and human service agencies; and one statewide work experience coordinator conference.
- ***In-person, e-mail and phone consultation:*** We provided consultation to 53 individuals and organizations that contacted us regarding starting/expanding HSHT programs. Consultation contacts were provided to individuals within and beyond the state of Iowa.
- ***Journal Articles:*** One article was submitted for publication in the Journal of Vocational Rehabilitation. This article is under review.

Funding Beyond the Federal Grant

Iowa HSHT's Steering Committee and staff were successful in obtaining continued funding for the program's operation. Funding sources include:

- ***A new federal grant*** to provide increased preparation for college, assistance in entering college and support during college. (H324R000064); and
- ***Grant Wood AEA*** funding for program and support staff.

What Do Iowa HSHT's Customers Say?

Feedback from students, parents, and employers has been exceedingly positive. The following quotes offer representative samples of the feedback received.

- ***"HSHT was the best thing that happened to my son throughout high school. He now believes he can make it in college and have a career with a future."*** Parent

- ***"HSHT has given me confidence and helped me plan for my future. It's been awesome!"*** Sophomore student participant

- ***"Our HSHT intern was as capable as any of our desktop support technicians. That's why we asked him back for a second summer."*** Company Desktop Support Manager

Enhancing HSHT

Based on Iowa's experience and information obtained from HSHT operations around the country, three recommendations can be made to strengthen HSHT programs. First, a mechanism is needed to increase the connection between the high school academic curriculum and work-based learning activities so that they feed into each other, rather than pass as two ships in the night. Possible solutions to this disconnect include: 1) showing the relevance of academic content by embedding problem solving activities from the business world into daily lessons; 2) creating a for-credit HSHT course where students are taught the academic and hands-on components of targeted tech skills (e.g., web design) as a unified whole.

A second possible program enhancement is to link students with peer and adult mentors who can serve as role models and motivate students to succeed. Over the past three years, we have witnessed numerous instances where students literally on the brink of success, pulled back from that success, passing up golden opportunities in the process. In one case, a senior who had only two weeks left in his internship stopped attending, and failed to complete his internships despite interventions from the program staff and his parents. As a result, the company withdrew its offer to hire him upon graduation and help pay for his community college education in a high tech program. Staff sentiment was that this student was unsure of his abilities and was literally afraid to try and succeed. Linking such students with peers with disabilities who are succeeding and adults with disabilities who have succeeded might allow students to see that they, too, can accomplish something. Mentors might also be able to help students recognize and address their fears much more effectively than teachers and program staff who do not have disabilities.

A third HSHT program enhancement is the provision of follow along support for successful post-secondary program completion and entry into the high tech workforce. Students graduating from HSHT programs are generally on their own to navigate the challenges of college life and workforce entry. As indicated by Wilson, Getzel and Brown (2000), college campuses often do not offer students the supports and accommodations they need to succeed. Further, not all post-secondary programs provide the internships/community work experiences needed to refine skills, build a portfolio and make career connections. HSHT programs can fill a valuable role through follow-along support. Support can take many forms, including regular consultation with graduates to help them obtain accommodations. HSHT programs could also provide direct intervention when students cannot solve problems on their own, or do so indirectly by linking students with mentors. HSHT could build career opportunities by arranging internships when students return home for holidays and summer. These kinds of support would appear critical to insuring, rather than simply hoping, that the promise of HSHT is fulfilled. From our perspective, HSHT programs have the obligation to not only help students pursue a high tech career through post-secondary education, but also complete that education and enter the technological workforce.

Replication Manual:

Helping You Develop a HSHT Program

Iowa High School
HIGH TECH

BEST COPY AVAILABLE

ERIC

A Process for Establishing High School High Tech Programs in Your Community

John A. Nietupski and Terry McQuillen

Grant Wood Area Education Agency

Deana Duncan Berg and Vicki Daugherty

Goodwill Industries of Southeast Iowa

Susan M. Hamre-Nietupski

The University of Iowa

Abstract

Postsecondary education and employment outcomes for students with mild disabilities are disappointing. This article describes an innovative approach to preparing high school students with mild disabilities for challenging careers in high tech industries, called High School High Tech (HSHT). Following a brief overview of the HSHT model and Iowa's program, the authors offer a seven-step process for establishing effective HSHT efforts. The information presented here is intended to assist education and rehabilitation professionals in helping students make informed, high tech career choices and enter postsecondary education programs that further prepare them for challenging, financially rewarding high tech occupations.

Preparing Students with Mild Disabilities for Careers in Technology: A Process and Recommendations from Iowa's High School High Tech Program

Over the past decade, studies have raised concerns over the post school adjustment of students with disabilities. The National Longitudinal Transition Study (NLTS) (Blackorby & Wagner, 1996; Wagner, Blackorby, Cameto & Newman, 1993) represents the most complete source of information on this subject. These researchers report the following disturbing findings:

- **57% employment rate** 2 years post high school vs 73% nondisabled individuals
- 23% accessed **postsecondary education**, vs. 52% of their nondisabled cohorts
- **Dropout rates** ranged from 28% (LD) to 48% (BD) versus 25% for nondisabled students
- 76% of those working were in **low skill/status** occupations (e.g., service, laborer)
- **Wages** were significantly lower than for nondisabled peers
- Only **9%** of working adults with disabilities between ages 25-64 have **completed college**
- Nearly **30%** of all working people with disabilities earn **below poverty level wages**

Phelps and his colleagues (Gugerty, J., Tindall, L., Weis, C., Phelps, B. R., & Dhuey, S. (1996); Phelps & Hanley-Maxwell, 1996) have argued that the reason for lack of postsecondary success is that most high school programs fail to provide the comprehensive array of services needed to ensure success. They suggest that transition programs must undergo a radical transformation in order to produce desired employment and postsecondary education outcomes. Specifically, they argue that real world curriculum content must be blended with traditional academics so the latter content becomes more meaningful. They also recommend that high school students receive progressively in-depth community-based training experiences to generalize academic and vocational skills, and develop interests/skills in challenging and financially rewarding occupations. NLTS research also suggests that parents, students, and postsecondary training and education agencies become more proactively involved in the transition planning process. Finally, these transition researchers stress that comprehensive support services must be provided throughout the process of obtaining desired postsecondary education/training and employment outcomes.

High School High Tech (HSHT) is a program designed to overcome the shortcomings of previous transition efforts and improve post-school outcomes for students with mild disabilities. It's strength is that it incorporates the four critical elements identified by Phelps and Hanley-Maxwell (1996) and the NLTS. Its purpose in doing so is to promote transition of students with learning, physical, sensory and behavior disorders into one-year, two-year and four-year postsecondary, high tech career training programs (e.g., computer programming, web design, graphic arts, telecommunications, engineering, science).

Despite the existence of HSHT programs since 1983, little has been written about this comprehensive transition model. This article is intended to provide such documentation. Specifically, this report will: 1) provide an overview of national and Iowa HSHT programs; 2) describe steps in establishing effective HSHT efforts; 3) present data on the Iowa program activities and outcomes; and 4) suggest program enhancements based on Iowa's findings. The information presented here is intended to assist education and rehabilitation professionals in enhancing important outcomes for students with mild disabilities.

High School High Tech Overview

HSHT initially was developed in Los Angeles in 1983 as a way for companies to grow their own workforce for difficult-to-fill scientific and technical positions. Since then, it has gained the support of

National Aeronautics and Space Administration (NASA), Mitsubishi Electric America, the American Association for the Advancement of Science, the National Science Foundation, the National Alliance of Business and the President's Committee on Employment of People with Disabilities (PCEPD). According to the PCEPD, HSHT is an enrichment program designed to spark an interest in high technology fields and pursuit of postsecondary education/training in technical fields among high school students with mild learning, behavioral, physical, sensory and/or cognitive disabilities. HSHT seeks to achieve this mission through a comprehensive array of activities, including:

- **Tours/Site Visits** to high tech firms to gain insight about various industries, identify possible career paths and learn about educational requirements.
- **Job Shadows:** 1-3 hour sessions where students observe and work alongside an employee to acquire specific career information.
- **Internships:** 8-to-12 week, hands-on experiences where students acquire specific skills & contribute to the business through guidance from career professionals.
- **Tech Camps:** High tech learning experience on a college campus.

PCEPD reports that HSHT has expanded to over 60 sites across the country and has served over 10,000 students, with 75% transitioning to postsecondary schools. By the PCEPD's own admission, however, these data are estimates and the professional literature contains few descriptions of the specific strategies employed and outcomes achieved. This article is intended to address this void.

Iowa's High School High Tech Program

Iowa's HSHT program began in October of 1997 with receipt of a US Department of Education grant from the Office of Special Education and Rehabilitative Services. It operates in two sites: Cedar Rapids, a population center of 150,000 with a growing technology sector; and Iowa City, a city of 60,000 that is home to the University of Iowa. Each community's local economy is booming, with unemployment at an all time low of 1.5%. High tech companies have flourished in the area over the past decade, including such national/international operations as Worldcom, Rockwell, McleodUSA, Mattel, Intermec and National Computer Systems.

Iowa's program is operated jointly by an intermediate education agency, Grant Wood Area Education Agency (GWAEA), and an adult vocational service provider, Goodwill Industries of SE Iowa. Staffing includes an overall Program Director (.20 Full-Time-Equivalent, or FTE), responsible for fiscal and program management, coordination of the program steering committee and all federal reporting requirements. Grant Wood AEA employs a Program Coordinator (.70 FTE) responsible for establishing local liaisons in each school, obtaining student referrals, scheduling HSHT activities and contributing to student transition planning. Goodwill Industries employs a .30 FTE Services Coordinator responsible for developing business partnerships, scheduling site visits, shadows and internships and obtaining employer feedback on the program. Goodwill also houses the program's full-time Technology Coach. She assists in transporting students to community activities, serves as liaison between students and their job shadow/internship mentors, follows up with students after high school graduation, keeps the database regarding student activities, collects satisfaction and outcome data and updates our HSHT web page (*www.aea10.k12.ia.us/hsht*).

Project staff serve students in resource programs from 12 high schools within 10 urban and rural school districts in and around Iowa City and Cedar Rapids. HSHT liaisons in each school, typically special education teachers or guidance counselors, refer students to the program and provide classroom experiences that connect academics to work-based learning experiences.

Students in grades 9-12 who meet the following criteria are admitted to the program: 1) they have an IEP or 504/Accommodation Plan; 2) they have an interest in technology---essentially anything to do with computers or internet; and 3) they are considered capable of succeeding in one-, two- or four-year post secondary education/training programs. Ninety-five percent of the students receive Resource program support, meaning they receive one period per day of special education assistance (e.g., study skills instruction, tutoring, testing accommodations) and the remainder of the day in general education. Ninety percent have learning disabilities, with the remainder having diagnoses of hearing impairments, physical disabilities, Asperger's Syndrome behavior disorders, ADD/ADHD and/or cognitive disabilities. The male/female split is 80%/20%.

In addition to the site visits, job shadows, internships and summer tech camp experiences described above, Iowa's HSHT program offers: 1) **Career Days:** where students visit postsecondary educational institutions and high tech firms, engage in tech activities such as designing a web page and interact with HSHT peers form other schools; 2) **Career Planning Assistance:** where staff participate in the IEP process to support students in identifying career interests and capabilities, and planning their educational programs; and 3) **Manpower, Inc. software training** where students are given no-cost access to computer-assisted, self-paced, instructional packages developed by Manpower to teach the basics of MS Office applications Word, Excel, PowerPoint and Access. Activity levels are highest during the academic year. However, Tech Camps, Internships and Job Shadows are offered during the summer months.

Forty high tech businesses/organizations participate in the program. These companies range from small, start-up firms to global giants such as WorldCom and Mattel, to government agencies with high tech learning opportunities. Industries involved in the program include: 1) software development; 2) graphic design; 3) internet services; 4) web design; 5) engineering; 6) medicine; 7) telecommunications; 8) broadcasting; 9) photography; 10) desktop support; 11) automotive; 12) agri-business/agri-science; 13) meteorology; and 14) police science.

Steps in Establishing HSHT Program

Based on the Iowa experience over the past three years, there are seven steps that should be completed in order to establish an effective HSHT program. This section will address each of these steps, outlining options and the choices made in creating Iowa's program.

Step 1: Build Broad Based Support for HSHT

New initiatives in an age of fiscal restraint and taxpayer concerns can be difficult without a broad base of support. Communities interested in establishing HSHT can overcome this difficulty by forming a planning/steering committee comprised of a broad cross section of key stakeholders. Representatives from local/intermediate school districts and state education agencies, adult service agencies (including providers and funders), local chambers of commerce and high profile businesses, families, legislators, local grant writers and postsecondary institutions are logical candidates for a HSHT steering committee. Beyond the affiliation of the members, it is critical to attract supporters who: 1) have a passion for innovative transition efforts such as HSHT; 2) are in a position to commit time and resources to establishing the program; and 3) are willing to roll up their sleeves and make the program happen.

Once a committee is formed, it is critical to help them acquire the vision of what HSHT can accomplish for students, businesses and the community and obtain committee support to proceed. One strategy for creating this vision is to arrange for the committee to learn from successful efforts across the country. Iowa's steering committee members attended an informational session led by the HSHT representative with the PCEPD, viewed videotapes describing the features and benefits of HSHT, held a conference call meeting with the director of Pittsburgh's program and visited HSHT programs in

Pittsburgh, Cleveland, Virginia and Maryland. This investment paid off in that the group reached consensus that HSHT was feasible for Iowa and that resources should be pursued for establishing a program.

Step 2: Develop HSHT Program Mission and Service Array

Once consensus is achieved on developing a HSHT program, numerous implementation questions need to be addressed. Among the first is what the mission of the program is. Some HSHT efforts focus on broadening high tech career awareness. The mission of other programs, including Iowa's, was that high school students in resource programs would enter high tech postsecondary education and training institutions. Still others have a broader mission of assisting students in accessing and completing postsecondary education/training and entering the high tech workforce. While the availability of resources will impact the extent of program mission, this question must be asked early in the planning process to identify the scope of the program.

A second mission-related question is who the beneficiaries of the program should be. Some HSHT efforts, including Iowa's, gear the program to high school youth receiving special education services. Others work with particular populations, such as African American or Hispanic ethnic groups, women or people with particular disabilities. Steering committee analysis of community demographics and service needs/gaps can pinpoint the target population.

A third question is whether the program will operate year around, only during the academic year or only in the summer. Academic year programs have the advantages of easy access to students and allowing students to see the connection between the world of work and academic instruction. Potential disadvantages of academic year efforts, however, are cost and difficulty in obtaining class release for work based learning elements of site visits, shadows and internships, though creative scheduling (e.g., after school) might attenuate this problem. If resource availability is an issue, summer programs might be a more viable alternative, particularly since school personnel might be available to staff the program. Iowa's program was fortunate to have attracted a sufficiently large grant to allow for year-around operation, with the bulk of program services offered during the academic year. Curriculum development, tech camps, internships and shadows were conducted during the summer months.

A final planning question addresses the specific services provided through the program. Clearly, the core elements of any HSHT program are job shadows and internships. However, site visits, summer/weekend tech camps, college visits, peer/career professional mentoring and career planning assistance also are valuable elements that should be considered. The scope of the program mission should help determine the array of services provided. For example, Iowa's program operated from the premise that "one-shot" activities would not achieve the mission of helping students form a high tech career goal and entering a technical postsecondary education training program. As a result, the program involves students in 5-8 site visits early in the school year to build career awareness. Based on that experience, staff works with students to refine their career visions and gain further information through 3-5 job shadows. Juniors and seniors complete more shadows and at least 1-2 internships to solidify their career direction and learn valuable skills. Career planning assistance, tech days and summer tech camps are provided to help students learn more about various industries, introduce them to college life and help them select a postsecondary program that will prepare them for desired careers.

Step 3: Secure Funding

Armed with a broad based coalition of supporters, a program mission and outline of desired services, communities are in a position to pursue funding opportunities. Many options are open to prospective programs. As described in Table 1, each has its pros and cons.

Table 1: Pros and Cons of Various HSHT Funding Sources

Funding Sources	Pros (+)/Cons (-)
Local/Intermediate School District funding	***+potentially long term --tight budgets/competing priorities***
State Grants/Appropriations—through Departments of Education or Vocational Rehabilitation	+dollars often available for innovative projects -grants often time limited, small budget -appropriations require political connections
Local, State or National Foundations	***+local connections may open doors +minimal reporting/writing requirements -heavily dependent upon past history/connections with funding source***
Federal Grants (e.g., Office of Special Ed. & Rehabilitative Services; Nat. Science Foundation; PCEPD)	+HSHT fits many OSERS priorities +larger budgets -highly competitive -time limited
State Special Education Formula Funding—the Super Seniors option—"5th year" students participate in HSHT with state/federal special education $ flowing to HSHT program	***+largely untapped source of new dollars entering system -many states may not have/choose to use this mechanism***
Corporate Contributions	+History of support for job training initiatives -Fund raising expertise/time required
Shared school, family/fee, business funding	***+shared contributions easier to sell -maintaining corporate contributions difficult***

Funding can be the most difficult hurdle to overcome in establishing a HSHT program. Recognizing this, the President's Committee on Employment of People with Disabilities has established a national HSHT office (202-376-6200, x24; web address: *www50.pcepd.gov/pcepd/projects/high.htm*). PCEPD staff has provided new programs with seed funding, along with assistance in locating/securing additional resources.

Clearly, a steering committee of "high rollers" connected to corporate, public or private funding sources is of immense assistance in locating and obtaining start up funding. Likewise, grant writing is of critical importance. Local/intermediate education agencies and community colleges/universities have grant writing expertise that could be leveraged through a partnership arrangement. Because established entities such as schools are increasingly unlikely to fund initiatives viewed as unproven locally, external seed funding may be required initially, with more stable local/state dollars pursued once a track record of success is achieved. Similarly, the scope of program services (e.g., site visits, shadows, internships) initially may be pared down to fit available resources, and expanded once additional monies are obtained.

Step 4: Recruit Business Partners

Once a cadre of stakeholders is committed to the program, a mission is established, program services outlined and funding secured, business partnerships may be forged. Iowa's program has grown from 11 business participants in year one to over 40 in year three. Several factors seem to account for the program's growth. First, staff polled school personnel, prospective students and families to identify the high tech occupations and companies of actual/potential interest to students. The thinking was that involving students in companies/occupations of interest would build their enthusiasm for the program, which in turn would energize employers.

Second staff used its and the steering committee's referral network to gain access to employers interested in working with the project. In this regard, the Cedar Rapids Area Chamber of Commerce, with its extensive business expertise and affiliation, was particularly helpful. Nothing opens doors to employers better than a well placed call from a trusted associate (Nietupski et al., 1993; 1997). In many instances, these referrals allowed staff easier access to decision makers in a firm, who in turn were more open to participation than they would have been if approached through cold calls.

Third, project staff should approach prospective partners in a business-like way (Nietupski et al., 1995). This means having a professionally developed brochure or fact sheet (See Figure 1) that describes the program and the employer benefits to participation. This also means researching the firm prior to contact to learn about needs and possible opportunities. Finally, it means asking good questions to learn about opportunities, giving honest answers and demonstrating the program's commitment to deliver on any and all promises made. Employers often are hesitant to become involved in programs viewed as risky. Unfortunately, employers often perceive disability-related programs as involving high risk (Nietupski et al., 1996). By presenting HSHT in a confident, professional manner, much of this fear can be removed and mutually beneficial business partnerships can be formed.

Fourth, HSHT staff should foster successful business involvement by starting small, building participation around employer interests and concerns and assuring them that project staff will provide the follow along support needed for the program to flourish. Technology coach liaisons serve to allay employer misgivings about students and/or the program.

Step 5: Recruit Students

Over the past three years, Iowa's HSHT program has grown from 17 to 82 students. Several factors account for this expansion. First, project staff cultivated and worked closely with liaisons at each participating high school. These individuals, often special education teachers and occasionally guidance counselors or work experience coordinators, were key in recruiting students and maintaining their active involvement in the program. In order to foster strong liaisons, staff provided inservices on HSHT, spelled out the criteria for referring students, maintained personal contact on a weekly/bi-weekly basis and regularly communicated through e-mail and program newsletters.

A second key recruitment strategy is holding open house sessions to which liaisons invite parents and students. Iowa's program held open houses in the spring or fall to recruit new students to the program. This strategy required active promotion by school liaisons, including sharing program information with families, written and follow-up personal invitations to the open house and encouraging students to urge parents to attend. Scheduling brief events (e.g., one hour) well in advance, at a convenient time (e.g., 7 pm) and location, serving refreshments and having interesting, multimedia presentations also contributed to successful open houses.

A third recruitment strategy is to hold a beginning of the year kick-off event. Iowa's kick-off drew students, staff and parents from all 12 of its partner schools to a half-day program. The kick-off consisted of an introduction to the program, presentations by business leaders on high tech career opportunities, testimonials from past students and individualized planning as to the activities in which students wish to participate during the school year.

A fourth recruitment strategy is peer-to-peer promotion. Iowa's experience has been that students were more likely to participate in programs their friends recommended. Adults could say all they want about the benefits of participation. This message, however, was much more powerful when delivered student-to-student or parent-to-parent.

An ongoing recruitment strategy is to build awareness through program promotion throughout the school year. This can take many forms, including having highly visible HSHT displays in the school, periodic presentations, articles in school and community media and direct mail to families of prospective participants.

A final recruitment strategy is to have material available to students and families that describe the exciting learning opportunities available to HSHT participants. In Iowa's program, this included a website with program information, a description of the business partners involved in the program and promotional flyers describing upcoming activities such as career days, summer camps and the like.

Step 6: Conduct the Program

Organization is key to a successful HSHT program. Parents, students and teachers are busy people. Unless they know what to expect and are frequently updated on upcoming opportunities, participation may suffer. Iowa's program employed a number of strategies for organizing a progressively in-depth array of learning opportunities and providing ongoing communication with its customers. These strategies are described below.

Iowa's experience suggests that the more organized the calendar of learning events, the greater the student participation. As a result, staff scheduled an array of site visits/shadows one to two months in advance and shared this schedule with school liaisons. In this manner, the liaisons could promote opportunities, parental permission could be obtained and ample lead-time could be afforded for students

to be excused from class. Because Iowa's program focused on offering a progressively in-depth set of work-based learning experiences, the bulk of the site visits tended to be scheduled early in the year, shadows in the middle of the school year and internships in the spring or summer. Informing liaisons of this timeframe allowed them to anticipate and better promote participation in these important program elements. Iowa also used this advance-scheduling strategy for promoting career day participation. Generally, the fall career day was scheduled by the beginning of the school year so it could be promoted at the kick-off event. Likewise, the spring day was scheduled so that it could be promoted in the fall.

Regular contact with school liaisons is advantageous in maintaining and expanding participation, as well as in obtaining valuable customer feedback on program improvements. Iowa's HSHT program maintained contact with liaisons in four ways: 1) at least monthly face to face visits to discuss upcoming events, seek liaison promotional assistance and obtain evaluative feedback; 2) a semi-annual newsletter, featuring students, businesses, upcoming events and articles of potential interest; 3) regular contact via e-mail; 4) project Steering Committee participation opportunities. In addition, liaisons had an open invitation to participate with students in any tour, shadow, career day etc. These strategies were designed to keep the Iowa program visible and to build liaison identification with HSHT.

Likewise, ongoing student contact outside of the context of scheduled learning events is beneficial in promoting active participation and identification. Within this past year, Iowa's program began monthly group meetings at each high school. These meetings allowed staff to promote upcoming events, share information on college, scholarship and outside learning activities, obtain feedback on project activities and help build the group's cohesiveness and identification with the project. As a result of this change, staff has documented increased participation in site visits, career days and shadows. Staff also has sensed stronger student commitment to the program, as in the example of the student overheard telling his nondisabled peers that he was "part of High School High Tech".

Iowa's program has learned the hard way that merely having an organized set of activities and communicating their availability does not insure a smooth operation. In the first year of the program over 25% of the students were no-shows at scheduled events and a number of businesses were not prepared for the arrival of students. As a result, the program faxed or e-mailed students, liaisons and employers 2-3 days in advance of a scheduled event. These reminders provided advanced notice in the event that activities had to be rescheduled, transportation arrangements changed, etc.

Step 7: Evaluate the Program

Given the lack of HSHT outcome data nationally, it is clear that evaluation, though critical to ongoing program operation, often receives too little attention. Iowa's program is similar to many around the country with it's strong commitment to implementation and its need to devote greater attention to program evaluation. Fortunately for the program, the federal grant establishing Iowa's HSHT and a commitment to accountability established the foundation for an appropriate evaluation system.

Successful programs collect at least three kinds of data. First and foremost are **outcome data**. Near term outcome data include whether students enter high tech postsecondary education and/or jobs, the fields entered and/or the type of job obtained. Intermediate-term outcomes include whether students complete their postsecondary program. Long-term outcome data include whether program graduates enter the high tech workforce upon completion of their postsecondary education, the type of job and wages received. Intermediate and long term outcome data regarding HSHT are in short supply, largely due to difficulties in maintaining contact as students go to school, move etc. Yet these are precisely the kinds of data funders will need to justify the allocation of financial resources to HSHT.

A second, far easier to collect type of data involves **participation levels** (e.g., number of students in site visits, job shadows, internships). Most programs are able to track these data, which serve to document the extent to which program services are accessed and whether demand is growing, declining or remaining steady.

A third type of data is **customer satisfaction**. Here questionnaires, interviews and focus groups can indicate the extent to which students, parents, teachers and employers value the program, and their perceptions of its strengths and weaknesses.

A venerable statistics professor once noted that data collection without analysis was incomplete—like a day without sunshine or an elegant meal without a fine glass of wine. Collecting evaluation data may be a necessary condition for program viability, but it by no means is sufficient. Rather, data collection must be accompanied by careful analysis and the identification of methods for program improvement. Thus, beyond reporting the numbers, programs must take the next step of understanding the "whys" of the findings through careful reflection and qualitative feedback from customer as to why they rate program elements as they do. Based on these reflections and customer feedback, program staff should share findings with a steering committee of stakeholders. Together with those stakeholders, staff can then take the final steps of identifying and implementing ways to improve the program.

The preceding sections have outlined a process by which communities might establish, operate and evaluate HSHT programs. The hope is that this information will assist communities considering the establishment of a HSHT initiative.

References

Blackorby, J., & Wagner, M. (1996). Longitudinal outcomes of youth with disabilities: Findings from the National Longitudinal Transition Study. Exceptional Children, 62(5), 399-413.

Gugerty, J., Tindall, L., Weis, C., Phelps, B. R., & Dhuey, S. (Eds.) (1996). A guidebook for serving students with disabilities in Tech Prep. Madison, WI: Center on Education and Work, University of Wisconsin.

Nietupski, J., Hamre-Nietupski, S., Vanderhart, N. S., & Fishback, K. (1996). Employer perceptions of the benefits and concerns of supported employment. Education and Training in Mental Retardation and Developmental Disabilities, 31(4), 310-323.

Nietupski, J., Verstegen, D., Hamre-Nietupski, S., & Tanty, S. (1993). Leveraging community support in approaching employers: The referral model of job development. Journal of Vocational Rehabilitation, 3(4), 38 - 45.

Nietupski, J., Verstegen, D., Hutson, J., Reilly, J., & Hamre-Nietupski, S. (1997). A Pilot investigation of the effectiveness of the cold call and referral models of job development in supported employment. Journal of Vocational Rehabilitation, 8(2), 89-98.

Nietupski, J., Verstegen, D., & Petty, D. M. (1995). The iob development handbook: Facilitating employer decisions to hire people with disabilities. Knoxville, TN: University of Tennessee.

Phelps, L.A., & Hanley-Maxwell, C. (1996). school-to-work transitions: A review of outcomes and practices. In Gugerty, J., Tindall, L., Weis, C., Phelps, B. R., & Dhuey, S. (Eds.) (1996). A guidebook for serving students with disabilities in Tech Prep. Madison, WI: Center on Education and Work, University of Wisconsin.

Wagner, M., Blackorby, J., Cameto, R. & Newman, L. (1993). What makes a difference? Influences on post-school outcomes of youth with disabilities. Menlo Park, CA: SRI Int.

Wilson, K, Getzel, E. & Brown, T. (2000). Enhancing postsecondary campus climate for students with disabilities. Journal of Vocational Rehabilitation, 14(1), 37-50.

What is HSHT?

- High School High Tech is an innovative program offered by Grant Wood Area Education Agency and Goodwill Industries of Southeast Iowa, in collaboration with school districts, businesses, Kirkwood Community College, the Work Place Learning Connection and the University of Iowa.

- HSHT has two goals:
  - Prepare students with mild disabilities and those at risk for higher education and careers in high tech fields.
  - Meet area employer needs for qualified applicants for high tech positions.

Who Participates?

- HSHT targets a unique group of students: those who have a mild disability or at risk, have an interest in technology and wish to pursue two/four year postsecondary education to further their technical skills.

Types of Businesses?

- HSHT business partners represent a wide array of industries: telecommunications, engineering, graphic design, biology, medicine, financial institutions, education and manufacturing.
- Over 40 businesses in Linn, Johnson and Benton Counties participate in HSHT.

What Activities Occur in High Tech Companies?

- Company participation may include:
  - ***Site visits*** to learn about area firms and identify career interests.
  - ***Job Shadows*** to learn the specifics about a particular career through observing and interacting with a seasoned professional from your company.
  - ***Internships*** through which students acquire specific skills and contribute to your operation.

What is My Time Commitment?

- Time commitment varies, ranging from a one-hour tour per trimester, to multiple job shadows and internships throughout the school year. As a HSHT business partner, you select the type and level of involvement best suited for your company.

For More Information:

- ***Grant Wood AEA Contacts:***
  Terry McQuillen or John Nietupski
  4401 Sixth Street SW
  Cedar Rapids, IA 52404-4499
  800-332-8488, x6489
  Jnietupski@aea10.k12.ia.us

- ***Goodwill Contact:***
  Deana Duncan Berg
  1441 Blairs Ferry Rd. NE
  Cedar Rapids, IA 52402
  319-393-3434
  hsht@goodwillseiowa.org

HSHT
Personnel

Responsibilities of Iowa HSHT Personnel

The following chart outlines responsibilities for HSHT staff from 1997-98 through 1999-2000. As illustrated, Iowa's program is jointly operated by Grant Wood AEA and Goodwill Industries of SE Iowa. This arrangement was purposeful so that we could insure availability of adult agency supports for those students requiring such services.

As the table below indicates, overall project management responsibilities fall to the Project Director (.20 Full Time Equivalent/FTE). GWAEA's Coordinator (.70-.80 FTE) serves as the primary school contact person. The coordinator establishes working relations with school liaisons, obtains and processes student referrals, insures meaningful student participation in HSHT activities and directs all project evaluation activities.

Goodwill's Coordinator (.30 FTE) serves as our primary business developer. She markets the program to employers, documents high tech opportunities in each company, negotiates the level of involvement in the program and schedules activities throughout the year. She also maintains ongoing communication with our business partners to insure their satisfaction with our program. The Tech Coach (1.0 FTE) works closely with the GWAEA Coordinator to recruit students for activities, prepare and debrief students, communicate with liaisons and provide on-site support for tours, shadows and internships. Generally, our coach stays the entire site visit and shadow, and maintains periodic contact during internships.

Program Director	GWAEA Coordinator	Goodwill Coordinator	Tech Coach
Overall Project Management/Direction Budget Management Steering Committee Coordination Summer Camp Planning Coordination Report Writing and Dissemination Newsletter contributor GWAEA Staff Supervision	Obtain student referrals for program, internships Promoting student activity sign-up Activity preparation with students Monthly student contact Ongoing communication with school liaisons IEP contributor Tech Day coordination Summer camp directorships Coordinate data collection (student demographics & outcomes) End of year Celebration coordination HSHT Curriculum development Newsletter contributor	Business development Schedule site visits, shadows and internships Follow-up business contacts Newsletter Editor Marketing material development Supervise Tech Coach	Assist in student activity promotion and sign-up Coordinate transportation and school pass arrangements with liaisons, GWAEA coordinator and businesses On-site liaison for visits, shadows & internships as needed Data collection Summer Camp planning & implementation assistance Tech Day & Celebration planning & implementation assistance Newsletter contributor

HSHT Steering Committee

In addition to the paid staff discussed above, Iowa's HSHT program benefits from the active involvement of our 22-member Steering Committee. This committee, comprised of educators, business people, parents, community members and students, meets quarterly and participates in work groups throughout the year. The SC is instrumental in planning the summer tech camp, in assisting the program in obtaining ongoing funding and in opening doors to area businesses.

Getting a Program Started: The Nuts and Bolts

ERIC

GETTING STARTED

Student Referral/Application Process

A streamlined process is needed to obtain referrals to the program and information that will allow staff to create activities responsive to student needs and interests. Iowa's HSHT program proceeds as follows:

1. ***Informational presentations*** are conducted with teachers, students and parents (see sample PowerPoint presentation on HSHT, pp. 83-85).

2. ***Teachers submit referral forms*** on each student (see sample on pp.74-75), indicating general background on each student.

3. ***Students submit application forms*** providing more detailed information on skills, past experiences, support needs, career interests (see sample form on pp. 75-79). Parent and student signatures are required on the application.

4. ***Students are interviewed*** by the GWAEA Coordinator to learn about interests and verify that they meet entry criteria.

Employer Involvement Determination Process

Employers showing interest in HSHT participation become involved in the program as follows:

1. ***Goodwill's Coordinator meets with business*** contact to identify high tech areas of the company that might provide learning opportunities for students (see sample Business summary in Appendix)

2. ***Coordinator discusses type of activities*** employer will participate in, frequency, best time of year/day, project liaison etc.

3. ***Coordinator drafts summary of participation*** agreement and forwards to employer for their approval.

4. If employer approves, ***agreement is shared*** with Tech Coach, who adds information to material at each school and updates our HSHT website.

Site Visit Scheduling & Student Involvement

We utilize the following process for scheduling site visits and involving students in meaningful ways in this program element:

1. A beginning of the year ***kick-off event*** is held to give students and liaisons a program overview. At that event, we ask students to prioritize their top five businesses in terms of possible career interests.

2. Goodwill's Coordinator ***schedules several 1 to 1-1/2 hour site visits per week***, balancing am and pm events so students attending multiple visits do not miss the same classes.

3. GWAEA's Coordinator, our Tech Coach and school liaisons ***post the upcoming events*** on the HSHT bulletin board in the resource classroom weeks in advance. Liaisons and our staff then encourage students to select one or two high interest companies, one or two medium interest companies and one or two low interest firms for site visits. In this way, we can broaden students' horizons about available careers.

4. Prior to a visit, our GWAEA Coordinator and coach encourage ***students to review written descriptions of the companies*** they will visit, check out the company website and prepare one or more questions for the visit.

5. Two days prior to a visit, the Tech Coach ***faxes a reminder*** to the school liaison and business.

6. At the visit, the tech coach might ***prompt students to ask questions*** if they do not voluntarily do so.

Job Shadow Scheduling & Student Involvement

1. After a number of site visits has been completed, typically in December, our GWAEA Coordinator and Coach ask students for a ***prioritized list of job shadow possibilities***.

2. Goodwill's Coordinator uses this information to ***schedule job shadows*** during the winter and spring months.

3. GWAEA's Coordinator, our Tech Coach and school liaisons ***post the upcoming shadow schedule*** on the HSHT bulletin board in the resource classroom weeks in advance.

4. GWAEA Coordinator, Tech Coach and Liaisons ***sign students up for the shadows***. Students are recruited for shadows that the targeted students could not attend due to schedule conflicts etc.

5. Prior to a visit, our GWAEA Coordinator and coach encourage students to review written descriptions of the companies they will visit, check out the company website and ***prepare one or more questions*** for their job shadow host/mentor.

6. Two days prior to a shadow, the Tech Coach ***faxes a reminder*** to the school liaison and business.

7. At the shadow, the tech coach ***introduces*** the student to their host/mentor and ***observes*** for part of the period, ***prompting questions*** as needed.

8. After the shadow, the student provides a ***written evaluation*** of the experience. A copy of the evaluation, along with any materials from the shadow, are catalogued in the student's HSHT portfolio, which they keep throughout their high school attendance.

9. Staff encourages students to send a ***thank you note*** to their job shadow host.

10. The Tech Coach obtains an ***employer evaluation*** of the shadow from the host.

Internship Scheduling & Student Involvement

Once students reach junior or senior year status, staff begins the process of setting up at least one internship for students. The program goal is that every student participates in at least one internship prior to graduation.

The following process is used to schedule and involve students in internships.

1. GWAEA's coordinator and/or Tech Coach ***interviews student*** about internship possibilities.

2. If an internship is desired that year, a ***timeframe is established*** (e.g., 1st, 2nd or 3rd trimester, summer) and the liaison assists in insuring that the student's schedule will permit.

3. The student identifies his/her ***top three internship choices***.

4. Goodwill's Coordinator ***negotiates internship arrangements*** with targeted companies. Timeframes, duties, wages/stipends etc are outlined.

5. The tech coach ***shares information about the internship with the student***. The student forwards a resume to the internship host/mentor.

6. The tech coach ***introduces*** the student to their internship host and ***checks in*** every other week as to how things are proceeding.

7. The Tech Coach ***obtains an evaluation*** of the internship from the host.

8. The Tech Coach or GWAEA Coordinator conducts an ***exit meeting*** with the student and their host to discuss the experience, what went well, areas in need of improvement etc.

9. After the internship, the ***student*** provides a ***written evaluation*** of the experience. A copy of the evaluation, along with any materials from the internship, is catalogued in the student's HSHT portfolio, which they keep throughout their high school attendance.

10. Staff encourages students to send a ***thank you note*** to their job shadow host.

JOB SHADOW PACKET

TABLE OF CONTENTS

Job Shadow Participant

This manual is designed to assist you in preparing for your HSHT job shadow experiences. It contains guidelines, expectations and all forms that you will need to successfully participate in the program. Please read carefully.

Your job shadowing experiences will be very beneficial to you in preparing for the future and your transition from school to post-secondary training and education.

If you have any questions please contact

_____

Good Luck and Have Fun!

_____

HSHT COORDINATOR

JOB SHADOW GUIDELINES

The purpose of job shadowing is to give you an opportunity to observe people working at jobs in "technology" positions.

You will be graded on your participation in this activity.

You will be graded in the following areas.

1. You will be given a list of interview questions to ask the business. There are 8 questions already written for you. You need to write 2 more questions you would like to ask.

2. You need to make sure you are dressed appropriately for this activity. Talk to your liaison if unsure of appropriate dress.

3. The business will be evaluating you. You should conduct yourself as you would on a work-site. Be polite, talk clearly, shake hands make eye contact and show respect.

4. You must complete your questions while you are job shadowing. They will be collected and will be part of your grade for this activity.

5. You will be writing a thank you letter to the business. This letter will be worth points.

6. Have fun and enjoy yourself!!

Name:_____

Job shadowing Assignment:_____

GUIDELINES FOR HAVING A SUCCESSFUL JOB SHADOW EXPERIENCE

Job shadows can provide experiences that are as unique as every person who participates. For the student who's never understood the point of school, a job shadow can show how education can be translated into a rewarding and financially secure future. For the teacher looking for new ways to motivate students, it can provide a fun and unusual hands-on experience that answers the question, "Why do I have to learn this?" For those in the workplace, job shadows help get connected with young people that could ultimately contribute to building a more prepared and focused workforce of tomorrow.

A job shadow comprises several components, built around a job site in the private, non-profit or government sector. Each student should have the opportunity to tour a job site, "shadow" an employee for at least two hours and participate in some workplace activities.

A job shadow is a natural partnership between HSHT staff, liaison and workplace. Before the day, HSHT and/or teachers will meet with students to prepare them for their visit. It is important that students understand that the person they will be shadowing is not intended to represent their future career. The primary objective of job shadowing is to observe knowledge and skills that are used every day on the job and participate in sample activities. At the job site, the students experience a tour of the entire facility and are introduced to a variety of careers. Students will watch employees demonstrate job skills, discuss education requirements and have time to answer questions. After the site visit, the student needs to fill out a job shadow feedback form and needs to be returned to the technology coach.

FREQUENTLY ASKED QUESTIONS ABOUT JOB SHADOWS

Q. Does getting involved with job shadows take a lot of time?

A. No! Whether you are an educator, employer, employee, student, volunteer, participating in a job shadow is easy, and may only take a few short hours of your time. This guide provides the activities and materials you will need to make your job shadow beneficial to everyone who participates.

Q. I'm interested in participating. Now where do I get my "shadow"?

A. Students should contact HSHT staff or school liaison.

Q. What are the benefits of job shadowing?

A. Job shadows give students a new perspective on their studies, because it shows them a number of choices for their future. Students also become more academically motivated after experiencing job shadowing because they are better able to grasp the connection between school and careers. Job shadowing also introduces students to the requirements of professions and industries, building a more prepared workforce for the future.

Q. Does job shadowing encourage students to get jobs rather than go on to college?

A. Students become inspired to attend college after observing people in the workplace. They learn that their career goals require hard work and usually some form of higher education. They also gain a firsthand understanding of the relevance of academics to the professional world.

UNDERSTANDING THE ROLES OF JOB SHADOW PARTICIPANTS

Role of the Student

- Demonstrates desire to explore career options, personal, skills and attributes.
- Willing to develop a personal action plan to improve education and skills.
- Has ability to work with persons of different educational, economic, cultural, religious and ethnic backgrounds.
- Participates in preparatory activities conducted by the school or workplace.
- Follows all safety and security policies and procedures of the employer.
- Actively participates in activities structured by the business.

Role of the Teacher/Liaison or HSHT Staff

- Identifies interested students.
- Provides the business with descriptions of participating students, including their special needs, interests and courses of study.
- Adjust class schedules when necessary.
- Collects Parent/Guardian Consent Form and Medical Authorization.
- Attends orientation session.
- Accompanies students to a site/business.
- Follows all workplace safety and security policies and procedures.
- Recruits and provides orientation to employees who are interested in serving as a business.
- Acts as the link between all program partners.
- Provides schools with general background information about the business and assistance with transportation arrangements, dress codes and safety issues.
- Monitors quality of job shadows through ongoing evaluation.

JOB SHADOW QUESTIONS

Name:_____

Company
Shadowed:_____

1. What is your job title?_____
2. What is a typical day like for you?_____
3. What are some of your responsibilities?_____
4. What do you like most about your job?_____
5. Why did you choose this field/job?_____
6. What skills do you need for this job?_____
7. Did you need more job training after high school for this job?_____
8. Do you use a computer for this job? How much? What programs do you use?

_____

Think of two more questions that you would like to ask the company:

9._____

_____

10._____

_____

ERIC

JOB SHADOW FEEDBACK FORM/CREDIT

Student's Name_____School_____

Company Shadowed_____Date_____

Name of person you observed_____Title_____

List the job duties that you observed:

What kind of training do you need for this position?

What things do you like most about this job?

What problems can occur at this job?

Was there any part of the job that you would not like to do?

How would you rate the job shadow experience?

Awesome Above Average Average Below Average Poor

Comments:

ERIC

JOB SHADOW STUDENT FEEDBACK FORM

Student's Name _____ **School** _____

Company Shadowed _____ **Date** _____

1. Describe the type of work you observed at the business you shadowed?

2. What did you like best about your job shadow experience?

3. What is the most important thing you learned from your experience?

4. Would you consider working at a company like this? Explain.

5. Tell us one way this job shadow experience could be improved.

6. How would you rate the job shadow experience?

Awesome Above Average Average Below Average Poor

ERIC

JOB SHADOW BUSINESS FEEDBACK FORM

Your Business

_____

Student's Name

_____

1. Did your job shadow student:
   - Arrive on time? Yes No
   - Appear genuinely interested? Yes No
   - Ask appropriate questions? Yes No
   - Dress appropriately? Yes No
   - Behave professionally? Yes No
   - Express appreciation for the opportunity? Yes No
2. Did the HSHT staff provide you with enough information prior to the student's visit?
3. How can HSHT improve the job shadow experience?
4. Please rate the following items:
   - Your comfort level having a job shadow student? Very good Good Fair Poor
   - How successful was this experience for the student? Very good Good Fair Poor
   - How was the experience for you? Very good Good Fair Poor
5. Would you be willing to take another student for a job shadow experience?
6. Would you be interested in the possibility of hosting a student intern at your company?
7. Other comments?

YOUR NAME (Optional): _____ Job Title:_____

SAMPLE THANK YOU LETTER

Your address
Your city, state zip
Today's date

(4 spaces)

Name of person you shadowed
Title
Company's name
Company's address
Company's city, state zip

(2 spaces)

Dear

(2 Spaces)

Thank you for allowing me to Job Shadow you on Tuesday, February 2, 2000. I learned many things. The most important thing I learned was.....

(Finish this sentence)

What I enjoyed most about your job is.....

(Finish this sentence)
(2 spaces)

Sincerely,

Your signature **(4 spaces)**

Your name

INTERNSHIP MANUAL

ERIC

Table of Contents

Internship Participant

You have chosen and been selected to participate in the HSHT internship program. I would like to congratulate you on your selection to participate in this internship program. As your HSHT coordinator and transition representative, I look forward to working with you throughout this project.

This manual has been designed to assist you in having a successful internship. It contains guidelines, expectations, forms to be completed, the responsibilities for you, your internship host and the HSHT staff. Please review this manual thoroughly.

Your HSHT liaison, _____ and the HSHT staff will provide you with support and assistance to insure that you have a successful experience.

This program has been designed to offer opportunities to learn about new technology, as well as what high technology careers are available. Take advantage of the opportunities that are available at your particular job site.

Become familiar with your job and the duties that are expected of you. You and the HSHT staff will be discussing opportunities that will help you to achieve your goals.

Good Luck!

_____

HSHT COORDINATOR

WHAT IS A HSHT INTERNSHIP? HOW DOES IT WORK?

An internship is a part-time employment opportunity that provides on-the-job experiences in scientific and technology-related fields.

The internship generally lasts from 9-12 weeks for a total of about 125-150 hours. It may be either paid or non-paid, depending on the host business. You also may receive school credit for your internship. Even though the internship may be non-paid, the benefits that you will receive from your experience will pay great dividends for you in the future.

The HSHT staff will work with you and your local school district in arranging transportation to and from the work site. You also will receive job site support from the HSHT staff.

TIPS FOR A SUCCESSFUL INTERNSHIP

You can make your internship enjoyable and a good learning experience. Here are three basic guidelines.

- Report to work on time and follow directions.
- Ask questions if you need help.
- Take pride in your work – do your best.

Your employment supervisor is there to help you with any work problems. Don't run away from problems or make believe they aren't there. If you have any problems with your job, let your employment supervisor know right away so that the problem can be resolved quickly. Also, let the High School/High Tech Project Coordinator know about the problem immediately.

Keeping a job requires more than doing the work. It also requires dealing with such difficulties as getting to the job, possible boredom with work, or problems with other workers or your supervisor. You must stay with the job and reduce these problems. By improving your own performance and developing good work habits, you may solve some of these problems and get more personal satisfaction. The following are tips for keeping your job and receiving a good evaluation.

1. *Show Up Every Day*

Your employer needs you as much as you need the job. What you are doing is important. If you don't show up, someone else has to do your work. This could effect the entire project. If you are sick or have an emergency and can't come to work, call your employment supervisor at the job as soon as possible. Don't wait until the last minute.

If you are out sick for more than two days, a doctor's note is required.

2. *Come To Work On Time*

Coming to work on time means starting work on time – not what time you walk in the door. Make an effort to arrive at least five minutes before your scheduled time. This display of punctuality will show your employer you take your job seriously and that you are reliable. If you show up late for work, you are holding up everyone else.

3. *Find Out How You Are Doing*

During your internship, the High School/High Tech Project Director will contact you and your employment supervisor to evaluate your progress. You should ask them how you are doing and what needs to be improved.

Don't be afraid of constructive criticism. It is not an attack. It is meant to improve you and your work.

4. ***Listen and Ask***

- Be sure that you know what your duties are.
- Be sure you know how to do your work correctly.
- Listen carefully and ask questions.
- Don't be afraid to say, "I don't understand".
- Be sure you know what you are doing before you start a task.
- You may want to write down important instructions.

5. ***Keep Busy and Exhibit a Hard – Working Attitude***

If you find that you run out of work, don't sit around waiting for someone to tell you what to do next. Find your job supervisor and let him/her know that you have completed your tasks and need more work to do.

6. ***Do Your Best***

Always do your best. You may not enjoy parts of your job but always do your very best and be proud of your work.

7. ***Be Friendly and Exhibit a Positive Attitude***

Make a real effort to get along with others. Don't let your personal problems affect your job performance.

8. ***Your Job Supervisor and You***

Your job supervisor is responsible for showing you the work that is to be done. He or she will tell you how the work is to be done and demonstrate how to do it correctly. He/she will demonstrate the use of machinery or special equipment.

9. ***Behavior Standards on the Job***

You are expected to act in a professional manner. Disciplinary actions will be taken for the following:

- Unauthorized use of phones or equipment for personal purposes
- Theft or destruction of property
- Absenteeism or tardiness
- Use and/or selling of alcohol/drugs
- Use of tobacco products in workplace
- Use of profane or abusive language
- Fighting
- Insubordination

1. As you complete daily tasks remember to ask pertinent questions.
2. Observe what happens within your department.
3. Notice types of careers represented in your department.
4. Look at ways the department functions
5. Observe the ways in which the professionals help each other do their jobs.

10. ***Standards of Dress***

Standards Which Apply to All Employment Settings:

- Male

Cleanly shaven
Hair neat, trimmed, combed, clean
Appropriate clothing
Comfortable, but appropriate foot wear

- Female

Hair neat, trimmed, clean, brushed
Appropriate clothing
Comfortable, but appropriate foot wear
Please also keep application of makeup on a professional level

Participants should keep in mind that some of your colleagues in the workplace have sensitivities to such things as scented personal care products (deodorants, perfumes, colognes, and aftershave). Please keep your use of such items to a minimum. Good hygiene is essential to the workplace. Leave your employer with a lasting impression of your professionalism.

Guidelines for HSHT Internships

1. Participant will demonstrate a positive attitude and a willingness to work.

2. Student will meet with the HSHT coordinator or Technology Coach at least twice a month to discuss internship and academic assignments.

3. Participants will treat the training site as a job and consider themselves employees even if it is a non-paid internship.

4. Participant will complete a daily log of attendance and complete any other assignments as assigned by HSHT staff and teacher.

5. Participant will maintain appropriate and safe behavior at the job site.

6. Participant will be graded by the employer (50%), HSHT Coordinator (25%), attendance (15%), daily logs and other assignments (10%).

7. Participants will receive_____ credit(s) per semester for _____ hours of work per week.

8. Participants are required to call the technology coach for any reason when they will be absent. Failure to call the technology coach 3 times will result in loss of internship, and receive an "F" for internship.

9. Participants who have 2 unexcused absences (determined by the HSHT coordinator and employer) from the training site will lose their internship and receive an "F" for the internship.

10. Any incidence of theft or dishonesty will result in loss of internship and an "F" for the internship.

11. Seniors will be given 6 weeks to do an internship search. A senior will automatically receive an "A" grade by independently finding, arranging and maintaining the internship.

12. Participants need to maintain a "C" average in their academic studies during the semester of the internship.

13. If a participant quits or loses their internship and it is determined that it was a result of their own transgressions, he/she will receive an "F" and loss of credit for the internship and will spend the remainder of the term in the classroom.

High School High Tech Connections
Internship Profile

Who is a High Tech candidate?

- Student in grades 10-12
- Student planning to go on to further education/training after high school
- Student may be interested in high tech companies or may not have considered high tech company as potential future career area.

What does a High Tech internship look like?

- Students are placed for 9-12 weeks. Each week student job shadows someone in a different department to observe what people in different positions in a high tech company do.

What is NOT a high tech internship?

- Student is placed at a site for 8 weeks and spends most of his time in the cafeteria.

When can students participate in high tech internship?

- After school hours
- If on early release, as soon as student is released from school
- Weekends if the company is open on weekends
- School vacations-winter, spring
- Summer vacation
- If students have time between classes

What is the anticipated outcome of High Tech internship?

- Primary
  - Develop career goal or confirm career goal in high tech area that matches interests
  - Increase self-esteem as a worker
  - Develop awareness of work expectations in a business culture
  - Decide on education/training needed for high school
- Secondary
  - Acquire new skills
  - Contribute to the work place

Internships: Process and Procedure

Students are identified by staff
*Internship Profile

Students and employers are matched
*Intern Information Form
-Work site mentor identified
*Letter of Agreement

Pay arrangements are made
*Employer pays
*No pay
*HSHT stipend

*Scheduling and transportation are arranged

Students complete internships
*Internship Summary Form
*Employer Exit Interview
*Employer Reimbursement Request (if paid by employer)

Students and employers are recognized
*Student/Employer Appreciation (end of school year) banquet.
-Letter to Parents and Student
-Letter to Employer
-Student Evaluation and Feedback
-Employer Evaluation and Feedback
-Family Evaluation and Feedback
-Staff Evaluation and Feedback

Students are interviewed 6 months later
*Follow-up Survey
*High School/High Tech Survey

High School High Tech
Intern Information Form

Demographic Information:

Intern Name_____ Age_____

School_____ Grade_____

Disability_____ SS #_____ Racial/ethnic Origin_____

Parent Name_____

Home Address_____

Home Phone #_____

Information from Individualized Transition Plan:

Anticipated Post-secondary Plan_____

Career Goal_____

Career-related Information:

Please check any of the following career activities that the student participated in:

_____Activities Provided by Guidance Counselor

_____Listened to Guest Speakers talk about Careers

_____Resume Development

_____Interview Skills Development

_____Work site visit

_____Other_____

_____Interest Inventories

_____Vocational Assessment

_____Futures Conference

_____Job Shadow

_____Work Experience

Employer Information:

Company:_____

Address:_____

City, State, Zip:_____ Phone:_____

Contact
Person:_____ Phone:_____

Mentor:_____ Phone:_____

High School High Tech

Letter of Agreement between Intern, Employer, Parent and HSHT

Intern Name_____School_____

Phone #_____ Begin/End Dates_____

Paid_____ Total Projected Hours_____

Non-Paid_____ School Credit_____

Intern agrees that:

- His/her first responsibility is to school. The intern will make satisfactory arrangements with the employer concerning work schedule when his/her presence is necessary at school.
- He/she is subject to all school regulations while participating in the internship program.
- He/she will conform to school and employer requirements regarding grooming and conduct.
- He/she will not work on days he/she is absent from school, unless advance permission is given by the appropriate school representative. Violations will be treated as truancy; as a result, the internship may be cancelled.
- He/she will have all required certification for working, including work permit if under age 16.
- He/she will participate in a post-internship evaluation

Employer agrees that:

- The internship will be nine to 12 weeks. The employer is not obligated to provide continuing employment at the end of the internship.
- Work has instructional value and will assist in assessing the intern's process.
- The intern will receive the same consideration given regular employees in relation to safety, health, company regulations, social security, and general working conditions.
- If he/she desires to make a change in aspects of the internship or terminates this Agreement for any reason, HSHT shall be notified immediately.
- He/she will participate in a post-internship evaluation

HSHT agrees that:

- HSHT must approve all internship sites and reserves the right to change the internship if deemed necessary.
- Employment conditions, including total hours worked by the intern, will be regulated by the HSHT staff and the employer.
- HSHT will communicate regularly with the intern and employer during the internship.
- HSHT will participate in a post-internship evaluation

Parents/guardians agree that:

- They will support the intern in complying with all school and employment rules and regulations, including attendance policies.
- They will be responsible for transportation of the intern to and from the work site.
- They will participate in a post-internship evaluation

I agree to the terms of this contract. Date:_____

Intern:_____

Employer:_____

HSHT:_____

Parent(s)_____

High Tech Connections
INTERNSHIP LOG

Intern Name: _____

Week of: _____ Total hours worked: _____

Duties performed: _____

_____

New skills learned: _____

_____

Comments: _____

Date Worked	Hours		Total Hours
Month/Day/Year	From:	To:	
_____	_____		_____
_____	_____		_____
_____	_____		_____
_____	_____		_____
_____	_____		_____

Supervisor's Signature: _____ Date: _____

High School/High Tech Internship
STUDENT SURVEY

Dear Student,

Please take a few moments to complete this survey. Please return it to the High School/High Tech Project Coordinator.

1. What have you learned (or observed) about the use of technology on your job or within the agency where you are working?

2. What types of technology have you used in your work?

3. List the skills you have developed or improved through your participation in the High School/High Tech summer internship.

4. Are there any opportunities you would like to explore in the remaining weeks?

Student's Name Date

Job Site Job Position

HSHT Internship Evaluation

Student's Name _____ **Student's Work Duties** (list their top three job duties)
School _____ 1. _____
Business Name _____ 2. _____
Internship Dates From: _____ **To** _____ 3. _____

On the chart below, rate the student using the following number scale to the right:

5- Exceptional 4 -Better than the average employee
3 –Comparable to average employee 2 –Below average
1 – Well below average **NA** - Not Applicable

Work Habits and Skills	Rating
Attendance: Shows up on time on a regular basis.	
Attitude: Shows interest and pride in his/her work and is willing to complete the assigned tasks.	
Appearance: Clean and wears suitable clothing to work each day.	
Social Skills: Interacts well with other co-workers. Demonstrates cooperation and maturity.	
Initiative: A self-starter who is willing to go on to the next step, or asks for more work.	
Accepts Constructive Criticism: Takes it in stride and tries to improve.	
Problem Solving Skills: Makes appropriates decisions when needed.	
On Task: Pays attention to the task even if it is boring, and keeps busy the entire time at work.	
Quality: Completes tasks to an acceptable level.	
Speed: Works fast enough to keep up with other workers.	
Follows Instructions: Does tasks as assigned and follows procedures step by step.	
Remembers Instructions: Performs routine on a daily basis without prompting.	
Creativity: Demonstrates the aptitude to come up new procedures if called for.	
Communication: Asks job-specific questions and interacts appropriately.	
Follows Rules: Obeys all work-site regulations and safety rules.	
Use of Equipment: Uses and cares for all equipment properly.	
Independence: Able to work without supervision.	
Improvement: Does a better job than he/she did at the start.	

Overall Performance: Compared to other employees, this student is

Above average Average Below Average

Future Employment: Would you recommend this student for high tech employment? Yes No
Reasons: _____

_____

_____

_____

Additional Comments: _____

_____

_____

_____

Would you be willing to take another intern? Yes No

Evaluator's Name: _____ Date: _____

Iowa High School
HIGH TECH

High School High Tech
INTERNSHIP SUMMARY FORM

Date_____ Student Name_____

Internship Site_____ Contact_____

Total Weeks Worked_____ Total Hours_____

_____ Successful Internship Completion Dates_____
_____ Early Termination Dates_____

Reason for termination_____

Duties Performed_____

New Skills Learned/Training Received_____

_____

Was this a positive experience for the student? ___Yes ____No

Was this a positive experience for the student's parent(s) ___Yes ____No

Was this a positive experience for the employer? ___Yes ____No

Outcomes from participating in this internship:

_____Increased self-esteem _____Career goal confirmed

_____Mentor relationship established _____New career goal established

_____Other_____

Problems Encountered_____

_____

Comments_____

High School High Tech
STUDENT EVALUATION AND FEEDBACK

Internship

Was the internship a good experience for you? _____Yes _____No

Did this experience help you make decisions about:

_____Yes _____No Career goal

_____Yes _____No High school courses

_____Yes _____No Education/training after high school

_____Yes _____No Other work experiences while in high school

Other_____

Did you receive the help from school staff during the internship? ___Yes ___No

What did you like best about this internship?_____

_____

What would make this internship better?_____

_____

Awards Banquet

Did you enjoy this Awards Banquet? _____Yes _____No

Will these handouts be helpful to you? _____Yes _____No

Comments/Suggestions: _____

_____

High School High Tech
FAMILY EVALUATION AND FEEDBACK

Internship

Was the internship a good experience for your son/daughter? _____Yes _____No

Has the internship experience resulted in a positive change in your son's/daughter's:

____Yes _____No Self-esteem

____Yes _____No Understanding of their job skills

____Yes _____No Awareness of the work environment

____Yes _____No Career goals

____Yes _____No Interest in education/training after high school

____Other_____

Were you pleased with communication with school staff during the internship? ___Yes ___No

If no, give reason(s)_____

What were the strengths of this internship experience?_____

_____

What would make this internship more beneficial?_____

_____

Comments/Suggestions: _____

_____

ERIC

High School High Tech
EMPLOYER EXIT INTERVIEW

Date_____

Company_____ Survey Respondent_____

Student Name_____

We appreciate your participation in this new internship program. The information you provide on this survey will ensure that we are meeting employers' needs and will help us to make needed modifications so students will experience successful internships. Thanks for your support.

1. Was the internship with this student a good match with your company with regard to:

____Age	_____Ability to adapt to business culture
____Interests	_____Ability to interact appropriately with coworkers
____Ability to acquire new skills	_____Contribution to the work place

2. Was this internship a successful experience?
_____Yes _____No

   If no, why not?_____

3. Positive aspects of the internship:_____

   _____

4. Recommended future improvements:_____

   _____

5. Would you hire this student in the future? _____Yes _____No

6. Would you mentor another intern? _____Yes _____No

7. What additional training or support would be helpful for your company?_____

   _____

8. What recommendation do you have for future internships?_____

   _____

ERIC

High School High Tech

EMPLOYER EVALUATION AND FEEDBACK (INTERNSHIP)

Have you benefited from your participation in HSHT? ____Yes ____No

Please explain_____

_____

How satisfied were you with communication and support by school staff during the internship?

Very Satisfied	Somewhat Satisfied	Neutral	Somewhat Dissatisfied	Very Dissatisfied
1	2	3	4	5

If dissatisfied, give reason(s)_____

_____

Has your participation in High School High Tech met your expectations?

Exceeded Expectations	Met Expectations	Met some Expectations	Did not meet Expectations
1	2	3	4

If did not meet expectations, please explain_____

_____

Awards Banquet

Did you enjoy this Awards Banquet? ____Yes ____No

Are these handouts helpful? ____Yes ____No

Are you willing to continue to participate in the internship experience? ____Yes ____No

Are you willing to participate in other High School High Tech activities:

_____Student Tours
_____Mentor program
_____Guest Speaker(s)
_____Student Job Shadowing
_____Business Advisory
_____Other_____

Would you be willing to host an Awards Banquet in the future? _____Yes _____No

Name_____ Phone_____

Company_____

Thank you for your support. We look forward to working with you next year.

Summer Tech Camp

High School High Tech Summer Camp

Summer is a terrific time to involve students in tech learning activities that are instructive and fun. Iowa's HSHT program has conducted three summer tech camps. The particulars about these camps are summarized below :

What:

3 day camp

When:

Early to mid June – later if school year extends into 2nd week of June.

Where:

College or community college campus

For Whom:

10-20 students with and without disabilities

Planning:

A team of HSHT staff, college/community college faculty, county extension educators and parents should be constructed in January. This team develops the array of activities, the application process, publicity campaign and evaluation:

1. **Plan the Camp**
   - Number of days; Specific dates/hours
   - Location
   - Activities/Agenda
   - Meals
   - Instructors/Guest Speakers
   - Facilitators
2. **Identify Prospective Participants**
   - Age range of Participants
   - Number of Participants
3. **Develop Registration Form**
   - Cost per participant
   - Where to send registrations
   - Deadline date
   - Contact person(s) for questions
4. **Send out Registration Form**
   - Current HSHT Students
   - Past Attendees
   - Other district students in general education
   - School Counselors/STW coordinators in participating schools

Other?

_____

5. **Establish Specific Schedule and Confirm Speakers/Activities/Instructors**
6. **Develop Confirmation Letter**
   - Welcome/overview of camp specifics, activity schedule, map, contact person for questions
   - Develop release/permission to photograph students
   - Create roster of camp registrants/participants
7. **Send out Confirmation Letter**
8. **Publicize Camp**
   - Newspapers, school newsletters, GWAEA publications, websites
9. **Develop Evaluation/Feedback Forms**
   - Student satisfaction/feedback form
   - Family satisfaction/feedback form
10. **Administer, Tabulate and Summarize Evaluations/Feedback**

Activities:

We try to provide a mix of hands-on activities, community experiences and presentations/discussions.

Interesting Hands-on Activities:

Based on over 3 years of operation, the following activities were well received by students:

- **T-shirt design** – having teams of students develop a camp logo on computer with graphics department instructor assistance and negotiate elements of final product.
- **Television Commercial** – Teams of students create a "product" from collection of scrap items (eg. Plastic tubes, duct tape, old radio, wood blocks) and develop a 30 second commercial script for product, shoot commercial, edit and view. Copies of video produced for each participant.
- **Global Positioning System** – Find items in a field of tall grass using a hand-held unit.
- **Develop a website** - Teach participants to use PageMill or a similar program and have teams develop pages for nonprofit agencies wanting help in creating a website.
- **Warm Up/Teamwork Activities** – Such as memory games to learn/remember participant names, other fun activities to build teamwork.

Interesting Site Visits:

Visits to high tech businesses can also be fun and instructive. We found that businesses that have unique products (eg. A "fish farm" that breeds exotic fish) or offers hands-on activities (e.g. scan/edit/crop digital photographs) are best.

Speakers/Panels:

Speakers and panel members that can relate to high school age youth, have a sense of humor, and engage participants in a discussion work best.

Good Food:

Kids like a variety (e.g. pizza, sub sandwiches) and periodic refreshment breaks.

Sample Camp Introduction Letter

Dear Student:

You are invited to attend the third annual Technology Camp, called Tech Camp 2000, at Kirkwood Community College. This year's camp will focus on technical applications within the career pathways of Health Sciences, Agri-Science & Natural Resources and Family & Human Services.

Here are particulars about the camp:

- **Dates:** Tuesday, Wednesday & Thursday, June 27, 28 & 29, 2000
- **Times:** 8:45 AM to 4:00 PM
- **Where:** We will begin and end each day in Rm. 151 of Linn Hall
- **Who:** Students currently in grades 9-12 attending Alburnett, Belle Plaine, Benton Community, CR Jefferson or CR Metro, Center Point-Urbana, College Community, Iowa City, Linn-Mar, Marion, and Vinton-Shellsburg
- **Transportation:** Parents are responsible for transporting students to/from Tech Camp 2000.
- **Agenda:** We have an exciting mix of motivational speakers, panels, tours and hands-on activities planned.

  These activities include:
  - Designing a camp T-shirt, using state-of-the-art graphic technology
  - Visiting area companies and high tech operations
  - Hearing from employers and colleges about career opportunities
  - Having fun with kids from area high schools

This year's camp again is sponsored by Grant Wood Area Education Agency's High School High Tech program, The Workplace Learning Connection, Kirkwood Community College, Linn-Mar Schools, and the University of Iowa.

The ***cost is $40***, for registration ***by April 24th*** and ***$45 thereafter***. Tuition covers three full days of activities, three lunches, refreshments, a camp T-shirt and transportation to and from area businesses.

To register for Tech Camp 2000, complete and return the attached registration form. Checks or money orders should be made out to ***GWAEA-Tech Camp 2000***. We encourage you to enroll early since the camp is limited to 20 students. Applicants will be accepted on a first-come, first reserved basis. Applications received after April 24th will only be accepted if space is available.

Students accepted to the camp will receive a confirmation letter and additional information the week of May 23rd. If you have any questions about the camp, please contact John Nietupski at 319-399-6442. Register today so we can see you in June.

Sincerely,
Tech Camp 2000 Planning Committee

Enclosure

Iowa High School
HIGH TECH

Tech Camp 2000 Registration Form

- Please submit completed registration form and $40 ***by April 24th***.
- Space is limited to 20 students, grades 9-12, on a first come/first reserved basis.
- Applications received after the 24th will only be accepted if space is available.
- Students will receive a confirmation letter by May 31, 2000.

Tentative Camp Schedule

Tuesday, June 27	Wednesday, June 28	Thursday, June 29
• 8:45 am Registration; 151 Linn Hall, Kirkwood Community College • Welcome & Ice Breaker • St. Luke's Tour • Lunch at St. Luke's • Graphic Design—create camp t-shirt • Consensus building strategies • 4:00--Adjournment	• 9:00 AM Ice Breaker Activity; 151 Linn Hall, Kirkwood Community College • Diamond V Mills Site Visit • Genencor Site Visit • Lunch • Meteorology Session-Denny Frary • Global Positioning System activity • 4:00--Adjournment	• 9:00 AM Ice Breaker Activity 151 Linn Hall, Kirkwood Community College • Police Department tour • Lunch • KCC Career Development Center • DNA Crime Solving Simulation • Geery Howe-Motivational speaker • 4:00—Adjournment

To Register

COMPLETE AND RETURN THIS FROM:
ON OR BEFORE APRIL 24

Tuition Checks or Money Orders:
- $40 per person *prior to* 4/24;
- $45/person *after* 4/24

Checks should be made out to:
Grant Wood AEA-Tech Camp 2000

Mail Registration Form and Tuition to:
Grant Wood AEA,
4401 Sixth St. SW, Cedar Rapids, IA
52404-4499

Students enrolled without regard to gender, race, color, national origin, disability, creed or religious affiliation.

Please Print

Student Name _____
Home Address _____
Home phone _____
E-mail _____
Student's Birthdate _____
Current Grade _____
High School _____

Parent/Guardian Name _____

P/G Signature: _____

Today's Date: _____

Tech Camp 2000 is supported in part by a grant from the
US Department of Education to Grant Wood AEA

Sample Confirmation Letter

Dear _____:

This letter is to confirm participation of your student, _____, in Tech Camp 2000 at Kirkwood Community College. Here are particulars about the camp:

- **Dates:** Tuesday, Wednesday & Thursday, June 27, 28 & 29, 2000
- **Times:** ***Tuesday:*** 8:45 AM to 4:00 PM; ***Wednesday & Thursday:*** 9:00 AM to 4:00 PM
- **Where:** We will begin and end each day in Rm. 151 of Linn Hall (See attached Map)
- **Transportation:** Parents are responsible for transporting students to/from Tech Camp; We will transport to activities during the day.
- **Drop-off/Pick-up:** Students may be dropped off and picked up at the far west entrance to Linn Hall, which is located near the Linn Hall West Parking Lot (See attached Map)
- **Agenda:** We have an exciting mix of motivational speakers, panels, tours and hands-on activities planned. The tentative schedule of camp activities is attached.
- **Staff:** Camp Co-Directors are Grant Wood AEA's John Nietupski and The Workplace Learning Connection's Mary Lou Erlacher. Other adults actively involved with the camp include Kirkwood's Bill Cooper, Discovery Living's John Morris, Kirkwood's Glenn Jenson, Goodwill Industries of SE Iowa's Deana Duncan Berg & Vicki Thuente, GWAEA's Terry McQuillen and Pat Steele from the University of Iowa,.

Should you have any questions prior to the camp, please contact _____.

Should you need to reach your son or daughter during the camp, please call the Kirkwood Career Development Center.

We look forward to a fun experience for staff and students. See you on June 27th.

Sincerely,

High School High Tech Program Director

Enclosure

Sample Parent Feedback Form

Dear Mr. & Mrs. :

On behalf of the entire staff, I wish to thank you for enrolling your (son or daughter) in our third annual summer Technology Camp. Our group of students, while small in number (10), was big on talent and enthusiasm. While the weather threw us a curve on our visit to the Clarence Coop test plot, I think most things came off with minimal hitches.

The students were involved in a number of fun activities. They developed a camp T-shirt logo on the computer, visited several high tech businesses, learned about DNA and visited the CR Police Department and learned about the technology they use.

At the conclusion of the camp, we asked students to give us feedback on what they liked and how we might improve the camp next year. This letter is to request your input as well. We do plan to hold the camp next year and any advice on how to make it even better would be appreciated. To that end, could you please take a few moments to complete the attached questionnaire and ***send it to us in the enclosed envelope by*** _____? We will summarize parent comments, along with the student feedback, and send it to you.

Thank you in advance for your assistance. It was a pleasure serving your student at Tech Camp 2000.

Sincerely,

High School High Tech Program Director

Tech Camp 2000 Parent Feedback Questionnaire ***(Please return by*** _____***)***

What did your son or daughter say about their camp experience?

How would you rate the camp in terms of:

Location (Kirkwood CC in Cedar Rapids)	Exc.	VGood	Fair	Poor
Number of Days (3)	Exc.	VGood	Fair	Poor
Schedule (Late June)	Exc.	VGood	Fair	Poor
Activities provided	Exc.	VGood	Fair	Poor

Any suggestions in regard to the above?

Overall, was our summer Tech Camp a worthwhile experience for your son/daughter? Tell us why/why not.

Sample Final Post-Camp Feedback Parent Letter

August 18, 2000

Dear Mr. and Mrs._____:

Thank you for your feedback on the Summer Tech Camp 2000. This letter summarizes what students and parents had to say about the Camp. As you will note, the feedback was generally positive, with many good ideas for next year's camp.

We enjoyed serving your son this summer. We do plan to offer the camp again next June, so we hope to see him back for a bigger and better Tech Camp 2001!

Sincerely,

High School High Tech Program Director

Enclosures

Summary of Student Evals of Tech Camp 2000

Ratings

The number of student ratings and average rating for each of the following items is presented below, with 4 = excellent; 3 = Very good; 2 = Fair; 1 = Poor.

	Excellent (4)	Very good (3)	Fair (2)	Poor (1)	Average
Location	7	2	2	0	**3.5**
Number of Days (3)	4	5	2	0	**3.2**
Schedule (late June)	5	5	1	0	**3.4**
The food and snacks	9	2	0	0	**3.8**
The warm up activities	5	4	2	0	**3.3**
The tours/site visits	4	6	1	0	**3.3**
The T-shirt design	6	5	0	0	**3.6**
DNA Simulation	6	5	0	0	**3.6**
Kirkwood Career Dev. Ctr. Session	5	5	1	0	**3.4**
Geery Howe Presentation	10	1	0	0	**3.9**

Please tell us what you liked best about the camp.

- Being able to get out and see some technology we might not have thought about before.
- Field trips.
- The DNA simulation and the presentation.
- GPS and speaker.
- Geery Howe; GPS and lunch at park.
- The snakes; The people.
- Activities – meeting other people. Motivational speaker.
- Friendly staff, helpful staff; fun; interesting; good, interesting people.
- What they taught us; how the staff helped us when we needed it.
- The police station visit, especially the computer screen simulation thing-a-ma-jig.
- The one-on-one with our tours.

Please tell us how camp could be improved.

- Have us make commercials again!
- Visit more places.
- Have other drinks besides soda like juice or hi-c.
- Commercials again; new places to visit; more hands on.
- open and lunch and lunch and close.
- Bring something back from last year.
- Give a 15mn break between
- Rain date for farming tech.
- More than 3 days.
- Make it four days.
- More student involved; more entertainment i.e. music, fun games.

What would you tell other kids about this camp.

- Fun, makes friends, very interesting.
- That its worth going to and fun.
- It helped me with my career goals.
- It's cool.
- Very informational; great people to work with.
- It is a good way to learn about how technology is used in our community.
- Fun and interesting; meet new people.
- Friendly people, fun to talk with " I would like to see everyone again"
- That it shows a lot of career opportunities.
- I would say that it is a great camp to learn about technology in many different areas.
- I would suggest this to anyone that has an interest in computers/technology.

Summary of Parent Feedback on Tech Camp 2000

What did your son or daughter say about their camp experience?

- He enjoyed it and agrees that it was a learning experience. But says it could have been better.
- He was apprehensive at first, but enjoyed the kids, getting to know them and especially designing the t-shirt.
- Had fun…..wish it had lasted longer than 3 days…especially enjoyed ag. Day.

How would you rate the camp in terms of:

{Number of parents and average parent rating of items (Excellent = 4 pts, Very Good = 3, Fair = 2 and Poor = 1);}

	Excellent	VGood	Fair	Poor	Average
Location (Kirkwood CC)	1	2	2	0	**2.8**
Number of Days (3)	1	2	1	1	**2.6**
Schedule (Late June)	1	3	1	0	**3.0**
Activities provided	2	3	0	0	**3.4**

Any suggestions in regard to the above?

- We feel that you could include a few more sites and make it a week long camp
- Continue to offer the summer camp!! Maybe there would be another hands-on experience they could be a part of.
- It'd be nice if you can arrange more days.

Overall, was Tech Camp 2000 a worthwhile experience for your son/daughter? Tell us why/why not.

- Yes, it was but wished to have more chances like that as he wants to decide on a career that suits him.
- Yes. He saw and tried some new things that he didn't know about. He realized that even though he didn't know anyone at first, you can get to know people in a safe, inclusive environment. Even though he is not Spec. Ed. labeled, I hope he can participate in some upcoming things. Thanks!
- It was an excellent program . My son was excited to join the program. It's good to have interesting programs (activity) for kids during summer.
- Definitely…more "eye opening" experiences out there in the "real world".
- Yes

Preparing Students for Post-Secondary Education/Training

Preparing HSHT Students for POST- SECONDARY EDUCATION/TRAINING

Parents, Counselors, Teachers, and students may use this list as a reminder of helpful skills and necessary steps to take as the student moves toward post-secondary education/training.

- **Make sure psychological testing is up-to-date.** P.L. 94-142 mandates this testing be done every 3 years for students in L.D. programs.

- **Obtain all special testing records before high school graduation.** Some school systems destroy these records upon the student's graduation. Colleges, as well as vocational rehabilitation offices, request these records to assist in providing special services to students.

- **Make contact with the Department of Vocational Rehabilitation before graduation.** Voc. Rehab offers a variety of services to eligible students such as vocational assessment, job placement, etc.

- **Consider a vocational assessment as a way to amplify present and future goals.**

- **Make sure the student's knowledge of study skills is adequate.** In addition to high school assistance, consider special study skills classes/programs offered at community colleges, private agencies, or individual training.

- **Consult with the high school to get a good understanding of how much support or special help the student is receiving.** It is important to determine realistically whether minimal support services or an extensive program at the college level will be needed.

- **Help the students increase their independent living skills.** Help them learn to manage their own checking accounts, do their own laundry, cleaning, some cooking, etc.

- **Encourage part-time jobs or volunteer positions.** These are helpful to improve socialization skills as well as to give a better understanding of work situations and expectations.

- **Make sure students have a good understanding of their particular disability.** They should know and be able to articulate their strengths and weaknesses as well as what compensating techniques and accommodations work best for them.

Source: Carol Sullivan, ,Counselor for LD Students, North Virginia Community College, Annandale, VA and HEATH Resource Center, One Duppnt. Circle NW, Washington, D.C.

- **Help students understand how their disability is connected to social experiences with peers, families and employers.** A visual or auditory discrimination deficit, and/or attention deficit disorder frequently lead to missed cues and inappropriate timing in conversation.

- **Encourage students to be their own advocate.** A good first step is to encourage them to discuss their disability and needed accommodations, if any, with their regular high school instructors.

- **Learn about Section 504 of the Rehabilitation Act.** This law indicates what types of accommodations must be provided and/or allowed at postsecondary institutions if a student requests them. The responsibility is on the individual to initiate the provision of services and accommodations (unlike the requirements of P.L. 94-142 which puts the responsibility on elementary and secondary schools).

- **Get information on special exam arrangements for SAT and/or ACT.** Options include untimed tests, readers, or cassettes.

- **Obtain two copies of all college applications (or duplicate the one received).** Use the first copy to collect needed information. Type that information onto the second copy to be sent.

- **Contact the Students with Disabilities Services Offices of colleges before applying.** Get information on what kinds of services and support are available. The number of students with disabilities attending, if there are modified admissions for students, and if there are any special pre-admission requirements when making application (such as a reference letter for an LD teacher).

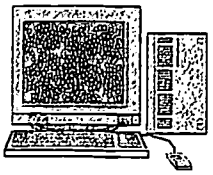
- **Visit colleges before making a definite choice.** Also, look at the communities in which they are located.

- **Consider an appointment with a qualified optometrist.** If the student has visual perception problems, there may also be functional vision problems with tracking and focusing. Sometimes these problems can be partially corrected with special lenses.

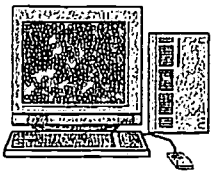
- **Encourage students to have their own memberships in disability organizations.** Newsletters for ACLD, Orton Dyslexia Society, etc. can help keep them informed about new resources and special programs.

- **Make sure it is the student's choice to attend college.** The most successful college students are those who have high motivation and a good understanding of their particular strengths and weaknesses. They understand that it may be harder and take more time to manage college level work. They are committed to spend that extra time on studying, and to request and use appropriate accommodations when needed.

Source: Carol Sullivan, ,Counselor for LD Students, North Virginia Community College, Annandale, VA and HEATH Resource Center, One Duppnt. Circle NW, Washington, D.C.



High School High Tech Transition Timeline



	Freshman				Sophomore				Junior				Senior			
Computer Competency Skills *Computer Skills Inventory																
Assistive Technology																
Career Development Instruction *Career Assessment *Interest Inventory																
Self Determination Training																
Student Portfolio																
Introduction to HSHT																
Referral to HSHT																
IEP Transition Planning																
Career Club																
Manpower Training																
Site Visits (individual/group)																
Job Shadows																
Internships																
Mentorships																
Voc Rehab Referral																
College Visits (TGIF, VITAL, etc.)																
Entrance Exams ACT/SAT/ASVAB ASSET/COMPASS																

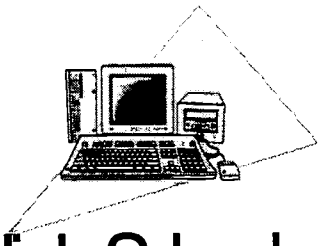
Student/Parent
School (Teacher/Guidance Counselor)
HSHT Staff (WEC/Goodwill)
Other

*Colors indicate person(s) responsible for initiating/completing activity

Responsibility for each activity will be designated by the school district.

Appendix:

Additional Forms



Iowa High School
HIGH TECH

Student Referral Form

(To be completed by teacher)

Student Name : _____ Age: _____ Grade : _____

Male/Female:____ School District: _____Teacher _____Teacher Phone _____

Student's Strengths :

Disability Area & Accommodations Needed :

Technology Skills :

Communication Skills :

Telephone Skills :

Medications :

Other Relevant Information :

ERIC

Student Referral Form – Page 2

(To be completed by student)

Name: _____

Address : _____

Street City State Zip

Date of Birth : _____ Male Female

Today's Date : _____

School : _____

Are you planning to continue education or training after high school? Yes No

If yes, what type? Technical School Junior College 4 year college Other (please list)

Name of education institution you are interested in attending?

_____

What are your interests in high technology? _____

_____

Career interest areas: 1st choice _____

2nd choice _____

Have you had previous computer experience? Yes No

What type? IBM Mac/Apple Other (please name) _____

Please list all computer skills you have:

_____ _____

_____ _____

_____ _____

STUDENT APPLICATION FORM

(pp. 75-79)

Personal Information **Date:**_____

Name: _____ Grade: _____ Gender: ___M ___F
Last First M.I.

Address: _____
Street City State Zip

Home Phone:_____Social Security #: _____ School:_____
Father's Name: _____Occupation: _____Work Phone: _____
Mother's Name: _____Occupation: _____ Work Phone: _____
Family Doctor: _____Address: _____Phone: _____
Emergency Contact: _____ Phone: _____
Transportation:_____
Ethnic Origin (optional) [*circle one*] Caucasian Black Asian

Hispanic American Indian

Do you have internet access? Y N Where: Home School Other:_____

E-mail Address:_____

Will this be your first year in HSHT?_____

What mode of transportation will you use to get to activities?_____

Work Experience

Place of work	Title/Duties	Dates	Supervisor

Medical Information

Please note that the following questions would not appear on an employment application. This information will help HSHT staff determine what supports are required.

What is your disability?_____

Describe things you might find hard to do because of your disability: _____

_____

If you take medication during the day, can you take it on your own? Yes No
If yes, do you take it on your own? Yes No

Do you ever require assistance with personal care? Yes No
If yes, how often during the day? _____

Do you require an interpreter? Yes No Specifications: _____

Student's Expectations

What do you plan to do after high school?

- ☐ College, for a degree in _____
- ☐ Community college/Technical School to get training in _____
- ☐ Military service
- ☐ Full-time employment
- ☐ Part-time employment
- ☐ Other _____

List two or three career interest areas: (computer programming, graphic design, Web Page development.....)

_____

At this time, what career do you wish to pursue after graduation and why? _____

_____

What might prevent you from pursuing this career?

_____

What is your favorite school subject?

_____

What are some of your hobbies and interests?

_____

List any clubs or church groups in which you are involved: _____

_____

What would you like to get out of the HSHT program?_____

_____

How many site visits and job shadows would you like to do throughout the year?
Site Visits_____ Job Shadows_____

HSHT offers internships, would you be interested? _____Yes _____No

Manpower Computer Training

Which of the following computer applications would you like to learn more about:
Please place a ✓ next to the application (program) you are interested in.

Please summarize your knowledge of the programs you checked.

Microsoft Access	_____	_____
Microsoft Excel	_____	_____
Microsoft PowerPoint	_____	_____
Microsoft Word	_____	_____
Web Design	_____	_____
CAD (Comp. Aided Design)	_____	_____
Other (describe application):	_____	_____

Student's Preferred Working Conditions

Please place an ✓ in the appropriate space for each pair of items below.

I would prefer to work:

____ indoors	____ outdoors
____ alone	____ with others
____ with people	____ with things
____ moving around	____ standing/sitting in one place
____ in a busy place	____ in a quiet place
____ in casual clothes	____ in dress clothes
____ on a single task	____ on a variety of tasks
____ with close supervision	____ independently
____ get dirty	____ stay clean
____ full-time hours	____ part-time hours
____ where I handle money	____ where I don't have to handle money
____ with customers	____ away from public contact
____ daytime hours	____ nighttime hours
____ in a safe environment	____ where occasional risks must be taken
____ wearing a uniform	____ changing shifts

From the list above, list the working conditions that are most important to you: _____

_____

ERIC

Permission to Participate

I want to participate in all program activities of the High School High Tech (HSHT) project, including field trips, and I will not hold HSHT or any person connected with the activities liable in case of an accident.

_____ _____

Student's Signature Date

Parental Permission to Participate

I hereby approve of my son/daughter's participation in all program activities of the HSHT project, including field trips, and I will not hold HSHT or any person connected with the activities liable in case of an accident.

_____ _____

Parent's Signature Date

Photo Release Form for Public Information
High School High Tech
(Grant Wood Area Education Agency/Goodwill Industries)

(Note: This form is required for students 18 and under whom High School High Tech (Grant Wood AEA/Goodwill Industries) wishes to photograph, either individually or in group settings, for public information purposes. A release from the student school is not sufficient. This release will be filed in the student's permanent record folder.

Date:_____

I,_____parent/guardian of _____
give permission for High School High Tech (Grant Wood Area Education Agency/Goodwill Industries) to photograph my student(s) and/or my family for possible public information featuring High School High Tech (Grant Wood AEA/Goodwill Industries) services or topics related to education.

I give this consent and will make no further claim of any nature.

Signature:_____ (Name of Parent or Guardian)_____

Street:_____ City/State/Zip:_____

Phone:_____ Student's Birthdate:_____

Site Visit Evaluation

Name : _____ Date: _____

1. In one sentence, summarize this site visit : _____

_____

2. List 3 things you observed :
   ~

   ~

   ~

3. What are some characteristics of the working conditions for these positions?

4. Do you mostly work independently or as a team?

5. List 2 jobs/titles you observed :
   ~

   ~

6. List the different areas you toured: (i.e. Mercy : ~ Pharmacy, ~ Lab, ~ Radiology)
   ~

   ~

   ~

7. Would you recommend this tour for next year? Why or why not?

8. What would you suggest that the next group touring this site observe?

Iowa High School
HIGH TECH

High School High Tech
Business Partner Information

Name of business: _____ Person contacted: _____

Liaison: _____ Phone: _____

1) Summary of business:

2) Student learning opportunities:

3) Work setting ratings (circle one in each category)

• Dress:	Business	Business Casual	Casual Uniform
• Noise Level:	Loud	Moderate	Quiet
• Work Pace:	Fast	Moderate	
• Contact w/customers:	Frequent	Some	Little/None
• Variation in routine:	Frequent	Some	Little/None
• Physical Activity:	High	Moderate	Low

4) Would someone from your company be willing to talk to a group of students in the classroom? Yes No Topics interested in/prepared to talk about:

5) Will you offer tours of your business? Yes No

If yes, how often? _____ Expected length of tours: _____

Maximum in tour group: _____ Best days/times: _____

Contact person for tours: _____ Phone: _____

Notes: _____

6) Will you offer job-shadowing opportunities? Yes No

If yes, how often? _____ Person to be shadowed: _____

Expected length of shadow: _____ Best days/times: _____

Notes: _____

7) Will you offer student internships? Yes No
If yes, number of interns per session? One Two
Preferred length: Six weeks Eight weeks

Preferred schedule: _____ Student wage (if applicable): _____
Supervisor: _____ Phone: _____
Notes: _____

8) Describe coaching. Any objections/concerns?

9) Specific location of activities (address/dept.):
_____

Special instructions:

10) Other important notes:

Sample HSHT Power Point Presentation

Iowa's High School High Tech

A Partnership Between
Grant Wood Area Education Agency
Goodwill Industries of Southeast Iowa

What is HSHT?

- Joint venture of schools businesses & rehabilitation agencies
- To prepare students with disabilities
- For higher education and careers
- In high tech fields
- and meet area labor needs

Background

- **National Overview**
  - *Initiated in 1983 in LA*
  - *50+ projects nationwide*
  - *President's Committee endorsed*
- **Local Overview**
  - *Initiated in CR in 1997-98; nation's first Midwest site*
  - *Expanded school, student & business participation*
  - *Iowa City site established in 1999*

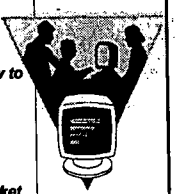
Why HSHT?

Benefits to Students:

- Expose students to available high tech career options
- *Help them identify a career goal and how to reach that goal*
- Give them real-life experiences
- *Build their resume and connections*

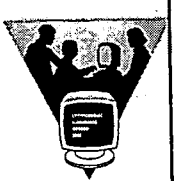
Benefits to Businesses:

- *Untapped worker pool in tight labor market*
- Low cost/low risk employee screening strategy
- *Positive community image*



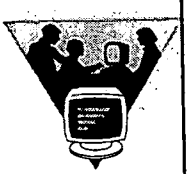
Project Staff

- **Grant Wood AEA**
  - *Project Director: John Nietupski*
  - *Project Coordinator: Terry McQuillen*
- **Goodwill Industries**
  - *Project Services Coordinator: Deana Duncan Berg*
  - *High Tech Specialist: Vicki Daugherty*
  - *Technology Coach: Stephanie Bildstein*



Collaborating Schools

- **Cedar Rapids Site**
  - *Alburnett High School*
  - *Belle Plain HS*
  - *Benton Community HS*
  - *CR Metro & Jeff High Schools*
  - *Center Point-Urbana HS*
  - *Linn-Mar High School*
  - *Marion High School*
  - *Prairie High School*
  - *Vinton-Shellsburg HS*
- **Iowa City Site**
  - *City High*
  - *West High*



Collaborating Agencies

- CR Area Chamber of Commerce
- Kirkwood Community College
- The Workplace Learning Connection
- University of Iowa

Student Eligibility Criteria

- Special Education or Accommodation need
- Interest in high tech field
- Potential for success in post-secondary education

What Students Do in Businesses

- Site Visits: *Hour long tours of high tech elements of company*
- Job Shadows: *1-3 hour sessions where employee shows & describes duties*
- Internships: *6-15 hr/wk, 6-10 week, hands-on experiences performing duties for the company for a negotiated wage*

CR Site Business Partners

- Bentley Manufacturing
- Brain Engineering
- City of Cedar Rapids
- Crest Information Tech
- CR School Tech Support
- Direct Design
- Entre Information Systems
- Executive Electrical
- Genesis, Inc.
- Grant Wood AEA
- Guaranty Bank & Trust
- HR Green Engineering
- KGAN
- KCRG
- Lason Information Mgmt.
- Manpower
- Mattel Interactive
- Mcleod USA
- MCI/WorldCom
- Mercy Medical Center
- MSI Mold Builders
- Norand/Intermec
- Performance Concepts
- Pioneer Office Products
- Primus Construction
- React Center
- Stamats
- Vector
- WDG Communications
- Wells Fergo Bank

IC Site Business Partners

In Collaboration with The Workplace Learning Connection, we partner with numerous businesses, including:

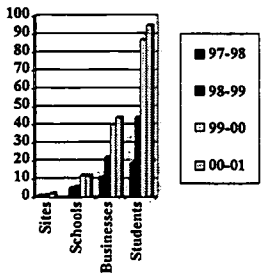
- Avalon Networks, Inc
- Benson & Hepker
- City of IC Interactive TV
- IC Schools Tech Support
- Seabury & Smith
- Leepfrog Technologies
- MCI/Worldcom
- UI Education Computer Lab
- UI Hospital School
- UI Hospitals EEG Lab
- UI Printing

Other Learning Activities

- **Summer Tech Camp:** *3 to 5 day college campus learning experience*
- **Career Days:** *Visits to high tech firms and training institutions*
- **Software Training:** *MS Office training through Manpower, Inc.*
- **Career Planning Assistance:** *To identify career paths and plan for the future*

Iowa HSHT Growth 1997/98-2000/01

- **Growth in Sites:**
  - From one to two
- **Growth in Schools:**
  - From 5-6-12
- **Growth in Businesses:**
  - From 11-22-40-44
- **Growth in Students:**
  - From 19-44-87-95



Year 1 Accomplishments

- 19 students from five schools
- 10 Site Visits
- 21 Job Shadows
- 3 Internships
- 2-day summer workshop
- 5 of 6 graduates attend a post-secondary institution
- High satisfaction by companies, participants and families

Year 2 Accomplishments

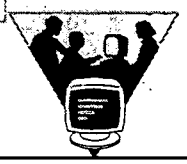
- 44 Students, up 159%
- 70 Site Visits, up 700%
- 35 Job Shadows, up 67%
- 6 Internships, up 100%
- 22 companies, up 100%
- Newsletter
- Web Site *http://www.aea 10.k12.ia.us/hsht*
- 3-day integrated summer Tech Camp
- *6 of 8 in postsecondary education, 5 in technical fields*

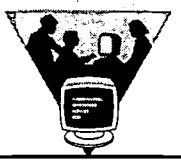
Year 3 Accomplishments

- 87 Students, up 105%
- 314 Site Visits, up 349%
- 98 Job Shadows, up 180%
- 9 Internships, up 50%
- 40 companies, up 82%
- Newsletter
- Web Site *http://www.aea 10.k12.ia.us/hsht*
- 3-day integrated summer Tech Camp planned
- *13 of 23 graduates in higher ed*

The Future

- Expanding School/Business Partners
- HSHT Goes to College
- Regional Technical Assistance Center





What Can You Do?

- Contact President's Committee on Employment of People With Disabilities Website: www.50.pcepd.gov/projects/high/htm
- Contact Local School-To-Work Coordinator
- Site Visit to CR Area HSHT Program
- Request Our Planning Assistance: Website: www.aea10.k12.ia.us/hsht
- Grant applications

Iowa High School
HIGH TECH

Sample HSHT Publicity

ERIC

Stories by Bob Hilton, free-lance writer. Photo by L.W. Ward

Hard drive wires future

Linn-Mar senior Paul Myers is doing high-tech work at LiveWare5. Myers is part of the High School High Tech program, which tries to prepare high school students for careers in high-tech fields.

Program links students with disabilities to high-tech careers

Director John Nietupski and his Grant Wood-Goodwill High School High Tech colleagues hope to follow success with success.

HSHT programs aim to prepare high school students with mild disabilities for post secondary education and careers in high-tech fields, and to meet area employers' needs for qualified job applicants.

Co-sponsored by the Grant Wood Area Education Agency and Goodwill Industries of Southeast Iowa, the program is funded by a grant from the United States Department of Education's Office of Special Education Programs. The grant was one of 14 awarded in competition among 200 applicants.

The Grant Wood-Goodwill program has grown in less than three years from 11 students and 11 collaborating businesses in Linn County to 82 students and 38 business participants in Linn County and Iowa City.

Participating schools are Alburnett, Belle Plaine, Center Point-Urbana, Iowa City West, Cedar Rapids Prairie, Linn-Mar, Benton Community, Cedar Rapids Metro, Iowa City High, Marion, Vinton-Shellsburg and Cedar Rapids Jefferson.

Through site visits, HSHT students learn about high-tech companies and careers. In 1- to 3-hour job-shadow sessions, they gain more specific information by observing and working alongside high-tech workers.

> *"We're starting to see success. We're accomplishing the goals of the program."*
>
> **John Nietupski, program director**

For juniors and seniors, there are opportunities for 100- to 150-hour internships, paid and unpaid, that provide in-depth, hands-on experience contributing to a high-tech firm's operation under supervision of an experienced employee. Students are graded on their performance.

Career days enable HSHT students to investigate post secondary education programs and acquaint themselves with high-tech businesses. Kirkwood Community College hosts an HSHT technology camp in June. And, the program provides a full range of high-tech career planning assistance.

With 16 of the 20 seniors in the program planning to go on to some level of postsecondary education, Nietupski says, "We're starting to see success. We're accomplishing the goals of the program."

Looking to the expiration of the grant at the end of September, Nietupski says he's optimistic that the program, and an extension of it, will win another grant or secure another source of financial support.

The envisioned extension, High School High Tech Goes to College, would provide mentoring for HSHT graduates to help them complete post secondary education and enter the work force.

Nietupski expects to get the word in May regarding two federal grant applications. Meanwhile, Rep. Ro Foege of Mount Vernon and University of Iowa law professor Peter Blanck of the 20-member HSHT steering committee are pursuing the possibility of state funding. Corporate and private foundation support is a third possibility.

Nietupski says, "We want participating businesses to treat HSHT students like any other interns. Technology coaches check in with us weekly. If either party to an internship

■ Turn to 13: **Program**

ESCO
Energy Services Company
• Power Management
Engineering & Energy Services
An Esco Group Company
www.asc-esco.com
(319) 373-3870

TOTAL CHOICE REALTY
451 Hwy. 1 West • Iowa City • 338-2617
www.tcrealtors.com • Julie Chown, Broker/Owner
Our Commitment To You!
Total Choice Realty offers to buyers and sellers over 18 years of experience in finance and real estate. What makes us different is service and our commitment to give the consumer a choice! Value, choice and exceptional service will make your home buying or selling experience a positive one. We look forward to assisting you.
Julie Chown
Julie Chown, Owner-Broker
319-338-2617

Students profiting from investment

Mike Wesner "pretty much lives" at a computer. He sees his future there.

Wesner is a Linn-Mar High School senior who has been mapping his future with the help of the High School High Tech program, co-sponsored by Goodwill Industries of Southeast Iowa and Grant Wood Area Education Agency.

What the HSHT has meant to him is "an opportunity to get involved in high-tech at the corporate level." During two summer internships at MCI, he learned "a whole bunch of stuff I couldn't have learned except in a corporate environment.

"There's a ton of difference in how they work, the way problems are solved. There's a lot more variety."

Wesner carries a 3-plus grade-point average and is taking courses at Kirkwood Community College in combination with his high school studies. He has been accepted into the Iowa State University computer science program, and from there plans to pursue a career in computer and networking security.

WESNER'S FRIEND, classmate and collaborator in a forthcoming revision of the HSHT Web page Wesner designed (www.aea10.k12.ia.us/hsht), Paul Myers also expects to be an ISU freshman next fall. But first, Myers wants to pass the six tests for Microsoft certification. When he completes undergraduate studies, he says, "I'll try to get a master's degree."

HSHT participants are students who have learning disabilities, behavior disorders, or physical or sensory impairments, or are at risk for school failure; have high-tech interests; and are deemed likely to succeed in post secondary education.

Myers entered the HSHT as an ADD/dyslexic. His GPA stands at 3.3. The program "helped me big-time," he says, "by keeping me on track."

Myers just began his second internship with LIVEware5. "They said they couldn't wait to have me back," he reports.

Andrea Martinez Was the only female among the first 11 students three years ago

The male-to-female ratio in the HSHT this year is about 3:1. Andrea Martinez was the only female among the first 11 students enrolled when the program began three years ago.

She says she thinks she has "pretty much outgrown" the speech and reading disability with which she entered HSHT, but she reads along with books-on-tape to improve her comprehension of the material she's responsible for in her coursework.

She has a 3.67 GPA and "she has taken all hard courses," notes Steve Wampler, resource teacher and one of Linn-Mar's two HSHT liaisons. "A lot of these kids have high IQs. They fit right in as interns — they're very good."

MARTINEZ SAYS her HSHT internship in marketing at Entre Information Systems last fall "cemented my idea of going into business management."

She and Myers also participated with HSHT project coordinator Terry McQuillen in four presentations introducing the program to Iowa City teachers. "Andrea, Paul and Mike are great kids," McQuillen says. "They have great futures ahead of them."

Program: Parents are involved

■ From page 12

says it isn't working, it ends. We help the student resign — that's part of the learning experience.

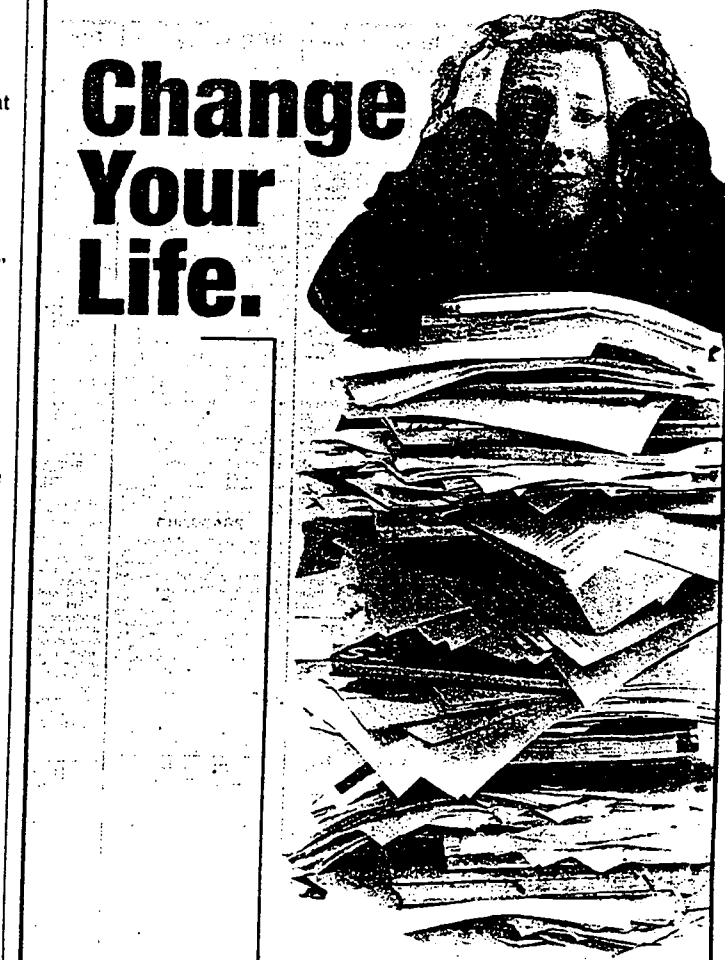
"All the businesses that have signed on are still in the program."

Participating businesses are not all high-tech. They include a machine shop, engineering firm, graphics company, electrical contractor and construction design firm.

Parents are involved. Their permission is required for students to enter the program.

"We want to make sure parents are supportive," Nietupski says.

"I love having the students," says Cindy Gewicke, who has supervised three HSHT interns in the marketing department at Entre Information Systems. "But we wouldn't be involved in the program if it didn't benefit the students."



Sometimes the smartest solution is right in front of you.

Kirkwood COMMUNITY COLLEGE

Learning for Your LifeTime®

www.kirkwood.cc.ia.us

398-5517 • (800) 363-2220

Education First

THE UNIVERSITY OF IOWA ◆ COLLEGE OF EDUCATION NEWSLETTER

Education Firsts

EPO First to Query Grads

An initiative from Governor Vilsack directed the state's three Regents universities to collaborate, collect information, and make a joint report indicating the factors that influence a graduate's decision on accepting a job.

Considering the advanced age of the majority of Iowa's work force, Gov. Vilsack has determined it is essential to attract college-educated workers back to Iowa. So, a survey was created to help determine the motivation of Iowa's young people to leave and ways to bring them back.

The College's **Educational Placement Office** (EPO) was the first unit to complete a pilot study on newly licensed teachers. The findings showed 75 percent of Iowans staying in Iowa chose to do so to be near family and friends.

The top factor influencing Iowans to leave the state was for a better salary. In addition, 55 percent of these Iowans leaving reported they would have stayed had they been given the appropriate opportunity. And 77 percent reported if presented with the appropriate opportunity, they would consider returning to Iowa.

Surveys will look at all majors. "It's significant because we'll have information from engineers, accountants, teachers and nurses," EPO Director **Rebecca Anthony** said.

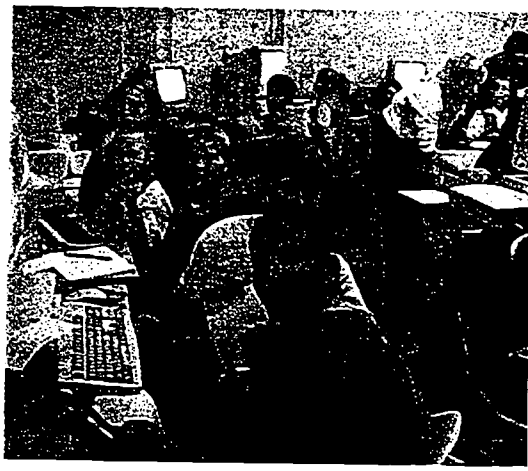
Patterns between majors and between universities may or may not be found. "If a factor is seen across the board, it gives us good reason to put time, money, and effort into focusing on that factor," Anthony said.

Anthony looks forward to working together with ISU and UNI on the actual project, which will begin spring 2001.

College Serves Community

Girl Scouts Earn Traveler Badge Using Technology

The College's Computer Lab sped along the information highway as 36 Girl Scouts earned their traveler badge one Saturday this fall. **Lori Russell**, a reading and language arts elementary education senior, led the group as they researched different countries and found information on national cultures and things to do and see while visiting a foreign land.



Iowa City 4th and 6th grade Girl Scouts research travel online in the Computer Lab.

Russell taught the scouts how to greet people in 15 different languages with tapes and books from the Curriculum Lab. She let the scouts use the Internet to find information on travel-related jobs. They also designed and created brochures and shared interesting facts with each other from the research they found on the web.

"It was an exciting day for me and the scouts because I got to share something that I am excited about and it sparked an excitement in the girls," Russell said. "It was really fun."

John Achrazoglou and Stephanie Bildstein with High School-High Tech student Breanna McFarland

High School-High Tech Connects

Iowa City West High senior Breanna McFarland knows that she loves working with computers. Knowing what she could do with them for a career is another matter. Through a collaborative effort between the Grant Wood AEA, Cedar Rapids/Iowa City area school districts and AEAs, Goodwill Industries, and the business community, the Iowa High School-High Tech program connects high schoolers with disabilities to high tech careers.

Stephanie Bildstein, technology coach for Goodwill Industries, knew right where Breanna should start. With a call to **John Achrazoglou**, lecturer and coordinator of technology, a College visit was arranged for Breanna to tour the College's computer, curriculum, multimedia, and video labs. She was shown all of the high-tech equipment, including assistive technology devices and the ICN studio, which are terrific applications of technology for teaching.

"Teaching is about as high tech a career as anything these days," Achrazoglou said. The College participates in the Iowa High School-High Tech program often by arranging tours and job shadowing and offering classes on building web pages.

John Nietupski, C&I adjunct associate professor and resource development specialist at the Gran Wood AEA, started and directs the federally funded program, which currently serves 106 students from 12 high schools and three alternative programs. Following the great success of his first $420,000 three-year grant from the U.S. Dept. of Education/Office of Special Ed. Programs, funding for a second $450,000 three-year grant was approved for his High School-High Tech Goes to College project. This second project provides continuing contact and help with finding accommodative assistance for the students while they attend college.

The programs have a huge impact on both the students and the business community. "It gives students the realization that they can set higher goals for themselves and be more successful than they thought possible," Nietupski said. "And it helps businesses see what some of our students are capable of. It really opens everyone's eyes."

New Members continued

Dennis L. Yossi, DDS
1855 1st Ave. SE
Dennis L. Yossi, DDS
362-7334, Fax: 362-4833
Sponsored by Kimberly Mathers, General Binding Corporation
Dr. Dennis Yossi and staff provide caring, quality dental care for adults and children. Their practice focuses on prevention and keeping your mouth healthy for a lifetime. They also use the latest techniques and materials to protect your smile.

Brandon Michaels
4330 Czech Ln. NE
Doug Decker, Owner
393-0304, Fax: 393-3928
Sponsored by Sue Abrams, Artistic Accents
Brandon Michaels is a full service jewelry store with guaranteed lowest price on diamonds. Jewelers are on premise. They specialize in loose diamonds, custom design, on promise repair, appraisals and large selection of engagement rings and bridal sets.

Experience Works! Staffing services
Indian Creek Mall
1474 Marion Blvd., Marion
Experience Works! a new staffing service in Marion is a service of Green Thumb. While they specialize in older employees, they serve all age groups. Experience Works! Can supply our business with the people you need at the most competitive prices in town.

Russell Chiropractic Center
685 9th Ave., Marion
Russell Chiropractic Center offers thorough and professional chiropractic services. Dr. Dan Russell treats neuromusculoskeletal condition utilizing Palmer's hand-on adjusting techniques. Sto in today to learn about the benefits of chiropracti (Formerly Munger Family Chiropractic.

Sergeant Scott Swalla
US Army Recruiter
350 3rd Ave., Marion
The goal of Sergeant Swalla and the U.S. Army recruiting station located in Lindale Mall, is to assist young men and women in the Marion area in the continuation of their education and to better prepare them for the job force. BE ALL YOU CAN BE!

April Top Sales Person

Lynda Galiher of Saxton Inc. has become an icon of Chamber membership promotions through her consistent sales record. Lynda has once again signed up the most new members.

"Lynda's persistence and pledge to the Chamber is apparent as she continually leads our Membership Committee in bringing in new members", stated Membership Chair Troy Cook.

Regarding her work as a Chamber volunteer Lynda said. "I believe belonging to the Chamber shows a commitment, a partnership and a desire to be involved in our community. It is very easy to talk to other businesses about something you believe in."

If you would like to learn more about the Chamber's membership committee, please contact Sara Mentzer 398-5317.

High School High Tech Program For Students

Eleven Cedar Rapids area business firms, five area high schools and 17 students are working together to prepare workers for the next millennium through the High School High Tech (HSHT) Program. The HSHT program is an innovative partnership between area businesses, high schools, Grant Wood Area Education Agency and Goodwill Industries. It is designed to prepare students with disabilities for high tech jobs. "Our goal is to expand the tight local labor market by inspiring students to pursue challenging careers," said Dr. John Nietupski, Grant Wood's HSHT Project Director.

Through site visits, job shadows and internships, students from Center Point-Urbana, Linn-Mar, Marion, Metro and Prairie high schools learn the high tech skills necessary for entrance into the job market. Mike Heeren, a student intern at Entre Information systems said. "It's been a great experience learning how to use various pieces of office equipment and working with different people." Another student described his job shadow at MCI as "Awesome!"

"HSHT is a great way for businesses to grow our own workforce," said Manpower's John Gavin Jr. "The students are eager to learn and, when given the opportunity, they can succeed." The companies involved in the program include Primus Construction, Parsons Technology, Bentley Manufacturing, Norwest Bank, Manpower and Crest Information Technologies.

HSHT is constantly adding company partners to the program. For more information on HSHT, contact Grant Wood AEA's John Nietupski at 399-6442, Terry McQuillen at 399-6441 or Goodwill's Jill Davis at 393-3434.

DJ Smith received the Community Trustee of the Year Award from Leadership For Five Seasons Board members Sharron Stalock, chair and Connie Johnston, director. This award is given annually to the Leadership For Five Seasons program graduate who demonstrates active volunteer participation throughout the community.

The Business Insurance Specialists
DJL
DAVIS JONES LAMB
INSURANCE
319 364 5193

WEB SITE DYNAMICS
www.wsdynamics.com
Profitable Internet Solutions
Phone: 319-378-4825
E-mail: sales@wsdynamics.com

HENNESSEY QUARRY
BRUENING ROCK PRODUCTS INC.
CEDAR RAPIDS BRP INC BRUENING IOWA
CRUSHED STONE PRODUCTS
363-8927
DAVID LYON QUARRY MANAGER

Inside Policy

A Publication of The Governor's DD Council

Issue 16 August 1998

High School Hi-Tech Program

By Dr. John Nietupski, Grant Wood AEA

Question: What has 11 companies and six high schools working together to prepare students with disabilities for technological careers?

Answer: The High School High Tech Program!

High School High Tech (HSHT) Programs are designed to meet business and industry's needs for qualified, long-term employees in science and technology fields. In the process, HSHT builds skills of students with disabilities to access a wider range of employment and post-secondary education options. Seventeen HSHT sites operate across the United States, including Cedar Rapids.

The Cedar Rapids HSHT operation is an innovative partnership among businesses, high schools, Grant Wood Area Education Agency, Goodwill Industries of Southeast Iowa and Iowa Creative Employment Options, a statewide organization which brought the HSHT concept to Iowa. The project is funded through a three-year $420,000 federal grant and is the only midwest site. "Our project is also unique because it is the only one not affiliated with a large NASA operation or conducted in a major urban population center," adds HSHT Project Director John Nietupski.

Eleven firms participate in HSHT, with more added each semester. Students from Center Point-Urbana, Linn-Mar, Marion, Cedar Rapids Metro, Prairie, and Albumett High Schools learn high tech skills in those companies through:

- Site visits to learn what people do and the training needed to work at a company,
- Job shadows to work one-on-one with an employee in a high tech firm,
- Internships where students get concentrated, hands-on experience in a high tech field, and
- Summer workshops on college campuses.

What do students think about HSHT? Mike Heeren, an intern at Entre Information Systems says, "It's been a great experience learning how to use various pieces of office equipment and working with different people." Another student described his job shadow at MCI as "Awesome!"

Businesses, too, like what they've seen of the program. Says Manpower's John Gavin Jr., "HSHT is a great way for businesses to grow our own workforce. The students are eager to learn and, when given the opportunity, they can succeed."

HSHT is constantly adding company and high school partners. For more information contact Grant Wood's John Nietupski, 319/399-6442 or Terry McQuillen, 319/399-6441, or Goodwill's Jill Davis, 319/393-3434.

Inside

Volume 12, March 1998
Goodwill Industries of SE Iowa
Iowa City & Cedar Rapids, Iowa

IN THE WORKS AT GOODWILL INDUSTRIES

Infinity and beyond... Students explore high tech careers

Area high school students are exploring careers in high tech industry with the help of Goodwill Industries.

Goodwill is providing assistance to students enrolled in the High School High Tech Program. The program encourages students from five high schools in the Cedar Rapids area to explore high tech jobs. Students with disabilities and some others at risk are eligible to participate.

Grant Wood Area Education Agency received a three-year grant last fall totaling $420,000 from the U.S. Department of Education to develop the program for Linn County youth that have behavioral, sensory, physical or learning disabilities.

Goodwill's role is to provide job coaching and support services for students as they intern in the community to gain exposure to and experience in high tech fields. Goodwill receives $60,000 annually from Grant Wood to provide those services.

Linn County is one of only 17 High School High Tech Programs in the country, and it is the only program funded by the Department of Education. None of the other programs are in the Midwest, nor are any others connected with Goodwill Industries.

High School High Tech projects were conceived in 1983 as a way to assist students with disabilities in accessing career opportunities in high tech industries and to help high tech firms to recruit, train and keep qualified workers. The program is designed to lead capable and interested students into post-secondary education and training in related areas of study.

High School High Tech relies on partnerships with businesses, high schools, rehabilitation professionals, parents and the students themselves.

So far, eleven area businesses have offered students the opportunity to explore careers in technology with their businesses.

The level of participation is voluntary and allows businesses to assist in the ways that work best for their companies. Possibilities might include providing guest speakers, arranging job site visits, allowing students to shadow an employee on the job, offering internships or mentorships, or providing student employment opportunities.

High School HIGH TECH
Promoting Careers in Technology for Students with Disabilities

Cedar Rapids area partners include Bentley Manufacturing, Farmer's State Bank, Norwest Bank, Crest Information Technologies, Entre Information Systems, Kelly Services, Kloubec Aquaculture, LIVEware 5, MCI, Manpower, and Performance Concepts.

The program still has openings for additional businesses to invest in the development of tomorrow's high tech work force as well as increase their recognition and positive community image by joining the partnership.

For more information, contact Jill Davis, Coordinator, High School High Tech, at Goodwill, 319-393-3434.

Goodwill Industries strives to advance the social and economic independence of people with disabilities and others who experience barriers to employment. To achieve this purpose, Goodwill provides a variety of training, employment, job placement, and support services.

Kirkwood planning Technology Camp

The third annual area-wide Technology Camp will be held June 27-29 from 8:45 a.m. to 4 p.m. at Kirkwood Community College.

This year's camp will focus on technical applications related to careers in health sciences, agri-science and natural resources, and family and human services.

The camp is open to students in the ninth through 12th grades in the entire area, including Cedar Rapids and Marion schools, Alburnett, Belle Plaine, Benton Community, Center Point-Urbana, Iowa City and Vinton-Shellsburg.

Cost is $40 for those registering by April 23, $45 after that. Since the camp is limited to 20 students, early registration is encouraged. Parents are responsible for transportation.

The camp includes using state-of-the-art graphic technology, visiting area companies and high tech operations, and hearing from employers and colleges about career opportunities.

The camp is sponsored by Grant Wood Area Education Agency's High School High Tech program, the Workplace Learning Connection, Kirkwood, Linn-Mar schools and the University of Iowa. Registration forms are available in high school counseling offices or by calling John Nietupski at 1-(800)-332-8488.

Liquid Soul will get you dancing

LIQUID SOUL "Here's the Deal" (Shanachie) Grade: B+

Bring a copy of Liquid Soul's "Here's the Deal" to your next hip festivity, preferably one where dancing is encouraged. Watch the heads bob in unison to the hard-hat horn lines and swinging tempo changes. Confidently answer the ubiquitous question: "Who is this?"

Chicago's favorite rump-shaking export isn't quite an unknown commodity anymore, but it's not about to bum rush the charts, either. It's the charts' loss.

This Windy City collective defies easy categorization. You'll probably find Liquid Soul under acid jazz in the record store, but its horn attack sounds more like a juiced-up cousin of early Tower of Power.

The group has a taste for the standards. "Deal," its third album and first for Shanachie Records, features a funky cover of Miles Davis' "All Blues." It previously has tackled "Salt Peanuts." But it also features two gifted MC's, the veteran Dirty MF and newcomer Brian "MCB" Quarles. Nina Simone's daughter, who goes simply by Simone, contributes lush vocals to two tracks, as well.

It's not easy to rock the party with as much musicality as energy. Liquid Soul does the trick. A definition is tough, but "smoking" would certainly suffice as the Soulsters all-purpose adjective. Is this the ultimate party band? Just keep in mind that Dennis Rodman used to see the group every week when he played for the Bulls.

Chris Vognar, Dallas Morning News

St. Matthew's..... 8785
St. Pius X..... 8795
Lunch Menus..... 8745

LINN-MAR COMMUNITY
High School..... 8720
Jr. High..... 8722
District/Elem..... 8724
Lunch Menus..... 8725

MARION INDEPENDENT
High School..... 8732
Vernon Middle School..8733
Elementary..... 8734
District Info..... 8731
Lunch Menus..... 8735
Jobline..... 8737

COLLEGE COMMUNITY
Prairie High School.....8855

IOWA CITY PUBLIC
City High..... 8816
West High..... 8818
Northwest..... 8812
South East..... 8814
Elementary Info..... 8810
District Info..... 8805
Staff Vacancies..... 8825
Lunch Menus..... 8820

REGINA CATHOLIC EDUCATION CENTER
Main Number..... 8830
General..... 8831
Elementary..... 8832
High School..... 8833
Athletic Events..... 8834
Lunch Menus..... 8835

CityLine

Cedar Rapids Gazette - 10/30/97

High-tech firms to advise disabled students

By Becky Stover
Gazette staff writer

The Grant Wood Area Education Agency received a $420,000 grant to develop a program aimed at connecting students who have disabilities with high-tech industry.

Students from Center Point-Urbana, Linn-Mar, Marion, Metro and Prairie high schools will be involved in the program, High School High Tech, being offered by 17 sites nationally.

The grant will enable Grant Wood AEA to form partnerships with high-tech area businesses to help high school students with disabilities learn about careers.

Students will learn about jobs and get training. Employers will get access to an untapped labor source and be able to see how people with disabilities can contribute to their company, said John Nietupski, educational consultant with Grant Wood AEA.

"We don't want this to be a one-way street," Nietupski said.

The Grant Wood Area Education Agency program will help high school students with disabilities to learn from area businesses about high-tech careers.

Trainers will work with business leaders to identify positions feasible for people with disabilities and provide training at schools and businesses. They will also set up a variety of experiences, including job shadowing, guest speakers, internships, site visits, and summer employment.

The U.S. Department of Education awarded the Linn County program $140,000 annually for three years. Goodwill Industries of Southeast Iowa will provide on-site support for businesses.

"I'm hoping it will allow people who may not have been recognized for having talents to be able to make their mark in the community," Nietupski said. "More folks will be employed, in good jobs and become taxpayers and satisfied members of our society."

People with disabilities have a high unemployment rate. Even when working, they often hold low-wage, part-time jobs that fail to capitalize on their talents and offer little room for advancement, according to Nietupski.

Linn County's 2.6 percent jobless rate makes it one of Eastern Iowa's tightest labor markets. Area businesses cite a shortage of qualified workers as a major block to expansion. The labor shortage is particularly critical in telecommunications and other high-tech industries.

Top services for those with disabilities

On April 12, I attended the "Options: Employment Solutions Seminar" hosted by Options of Linn County, Goodwill Industries and High School High Tech: Promoting Careers in Technology for Students with Disabilities. Let me tell you about it. In today's world, when there's good news, let's share it.

Options of Linn County, Goodwill Industries and High School High Tech serve persons and students with disabilities. The seminar illustrated how businesses can solve their employee shortage by using their services. In addition to individual placements, they have work crews, contact services and attendant services. High School High Tech prepares students with disabilities for careers in high-tech fields, and helps employers find qualified applicants.

As a director of human resources, I know that finding reliable, enthusiastic and qualified employees in a tight labor market is close to impossible. Speakers included Jim Hoffman of Alliant Energy, Cedar Rapids Police Chief Mike Klappholz, Parks Commissioner Dale Todd and Linn Supervisor Lu Barron. All testified to their experiences with hiring and working with Options. It is rare to see such genuine satisfaction and pride. Not only did these speakers highlight success with the three services, but they spoke of the impact of having those clients in their work force and the very special relationships built every day.

Personally, I can support the professionalism and integrity of Options of Linn County, Goodwill Industries and High School High Tech services, as I have worked with them and the clients they serve for many years. But what really struck me that day was the overwhelming success in other businesses of addressing and meeting their employment needs and the reciprocal feelings of pride and ownership of the employed persons with disabilities, general population and businesses. Use this resource. Everyone wins.

Mary Kaye Nath, Cedar Rapids

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

☐ This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.

☑ This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").