

BACIL: Work Readiness Training

15 hours/ \$1,050.00 standard rate

In-person: Minimum of 4-10 referrals. 1.5 hours per week for 10 weeks

Virtually: Minimum of 2-10 referrals. 1.5 hours per week for 10 weeks

Student and DORS Vocational Counselor will determine which format fits their needs best.

Day 1	Goal 1: Students understand the skills employers expect from employees.	• Orientation and expectations • Students will watch a video and will have a discussion on the skills employers expect from employees. (https://www.youtube.com/watch?v=cVO-NL7FEDo)
Day 2	Goal 1 Continued...	• Students will learn about formal interviews. What to wear, using proper etiquette, follow-up contacts, etc. • Student interview questions- https://www.indeed.com/career-advice/interviewing/interview-questions-for-student • Watch video on 5 Tips for Interviewing for Students with Disabilities https://www.youtube.com/watch?v=d3SMG54wEcq
Day 3	Goal 2: Students understand the importance of good communication skills/interaction with employers, co-workers, and supervisors.	• Students will participate in “Flipping the Switch” activity on how to communicate effectively and share responses from their groups. https://www.stpaul.gov/sites/default/files/Media%20Root/Parks%20%26%20Recreation/Flipping-the-Switch-Handout.docx
Day 4	Goal 2 Continued...	• After reviewing sample resumes, students will begin to draft their own highlighting their interests and volunteer activities. • Student templates- https://www.mass.edu/gearup/documents/WritingaResume.pdf
Day 5	Goal 3: The students understand the importance of being on time, following through on directions, and producing quality work.	• Watch YouTube video on workplace habits and make a list of good workplace habits. (https://www.youtube.com/watch?v=w8FjNw0xkMY) • Students will review timesheets used for our WBLE experiences. • Students will review timesheets for Bay Area CIL employees and request for leave forms.
Day 6	Goal 4: The students understand social and interpersonal skills including verbal and written communication, professional behavior, teamwork, and problem-solving.	• Students will participate in a roleplay activity to practice social and interpersonal skills. (https://howtobeagoodcommunicator.wordpress.com/role-play-scenarios/) • Students will review Bay Area CIL's Policy, Procedure, and Personnel Manual (PPPM) to learn more on employer expectations.

Day 7	Goal 5: The students gain awareness of independent living skills including good hygiene, time management, money management, transportation, and community resources.	• Discussion on financial literacy and why it's important. • Video: https://www.youtube.com/watch?v=4j2emMn7UaI • Students will play a jellybean game to practice money management https://prettyprovidence.com/wp-content/uploads/2019/07/jelly-bean-game.pdf
Day 8	Goal 5 Continued...	• Students will navigate the Flowbird and Moovit applications on their phones so they can learn about accessing public transportation routes. • Students will access and discuss paratransit service website for Shore Transit- https://shoretransit.org/wp-content/uploads/2024/05/Microsoft-Word-otd-ada-paratransit-application_new.pdf
Day 9	Goal 6: Students will be given a demonstration on how to use indeed.com, Maryland workforce exchange, job journal, etc. Students will practice how to navigate these sites independently to find employment opportunities and fill out job applications and submit cover letters.	• Students will be given a demonstration on how to use indeed.com, Maryland workforce exchange, job journal, etc. They will practice how to navigate these sites independently to find employment opportunities and fill out job applications. • https://www.indeed.com/ • https://mwejobs.maryland.gov/vosnet/JobBanks/JobSearchCriteriaQuick.aspx • https://www.lowershoreajc.org/
Day 10	Continued...	• Students will create their own accounts through the above websites. • Students will create a cover letter. Tips for student cover letters: https://www.indeed.com/career-advice/resumes-cover-letters/cover-letter-of-student