Unit 3 • Getting Prepared:
Education and Experience

Unit One addressed the big picture of labor market realities—which industries are growing, which are shrinking, and technology’s impact on the market. They learned about a wide range of direct service careers in Community and Social Services and also consider indirect service provider careers that exist in the industry. They learned about the various kinds of career families and employer types available to employees in the Community and Social Services sector.

Unit Two addressed the inner workings of the job-seeker. What are her interests and passions? What kind of work environment will she enjoy? What careers should she consider based on what she knows about herself and what factors might influence someone making a career change? Students also learned to navigate career database websites, assess their own interests and conduct a group research project about careers in the Community and Social Services sector.

In Unit Three students consider what it takes to prepare for a career in Community and Social Services. They learn about common career pathways in the industry and consider how career movement happens in Community and Social Service careers. What kinds of training and education opportunities are available for someone interested in this field? What is the role of volunteerism, internships, and field placements in Community and Social Services? Students also learn about the importance of professional licensure in this sector.

Summary

1. Calculating with Bar Graphs: Education Pays

Students read and discuss a graph about levels of educational attainment as they relate to annual earnings, and calculate differences in earnings between various levels of education.

2. Making Inferences: Reading a Community and Social Services Career Brochure

Students read a career overview brochure about the Community and Social Services sector to learn about common careers in the sector, and practice making inferences by identifying the skills and personal characteristics required for various careers.
3 • A SOCIAL SERVICE CAREER MOVEMENT SERIES

Students learn about how career movement happens in Community and Social Services using a personal narrative and consider their own career trajectories and values.

3.1 • Norberto’s Career Movement Letter
Students read a story about education and career movement from a young social worker who started out as a volunteer at a hospital. They learn about the different steps he took and choices he made along the way to discovering his true passion and ideal career.

3.2 • Norberto’s Career Map
Drawing on their experiences with map-reading, students consider the trajectory Norberto took and portray it as a map. They focus on the steps he took to move from one job to another.

3.3 • Multiple Paths: How Personal Factors Impact Career Movement
Delving more deeply into career pathways, students discuss the personal life factors that cause a worker to choose one path over another, considering their own goals and limitations.

4 • COMMUNITY AND SOCIAL SERVICES JOB TRAINING SERIES

Students learn about job training programs—what they are, how to find a good one, what to expect as a participant, and research high-quality Job Training programs in Community and Social Services.

4.1 • Job-seeker Terminology
Students learn vocabulary relevant to a job search in any sector, by matching job search terms to their definitions.

4.2 • Know Before You Enroll
Students read a tip sheet and discuss advice about how to find a reputable job training program. They then write letters of advice to friends or family members who might want to enroll in a training program.

4.3 • Developing Questions: Job Training Programs in Community Services*
Students develop questions to ask before applying to job training programs, and use them to research respected training programs for Personal Training, Hair Dressers, and Barbers.

4.4 • Peer Specialist Training Program: Howie T. Harp*
Students learn about a peer specialist training program through doing a jig-saw reading activity. Groups read one part of a long reading divided into sections, then pool their understanding to create an understanding of the whole.
Unit 3 • Summary

5. CUNY CAN GET YOU THERE SERIES: CUNY PROGRAMS IN COMMUNITY AND SOCIAL SERVICES

Students get an overview of CUNY Social Services certificate and degree programs and practice using the resources to research them, including the CUNY college websites.

5.1 • Researching CUNY Degree and Certificate Programs in Community and Social Services*

Students learn how to navigate a college website to locate information about degree and certificate programs by searching one CUNY campus website for their Human Services programs.

5.2 • Understanding Degree Program Requirements*

Students look at a sample Human Services program at a CUNY college and discuss the relevance of general education requirements to the major.

5.3 • CUNY Certificates: Certified Alcohol and Substance Abuse Counselor (CASAC) and Certified Personal Trainer *

Students look at two Community and Social Service certificates offered at several CUNY campuses.

5.4 • How Do I Enroll in CUNY?*

Students learn the steps required to apply to CUNY certificate and degree programs.

6. PROFESSIONAL LICENSES IN THE COMMUNITY AND SOCIAL SERVICES FIELDS: DISCUSSION AND TEACHER RESOURCE

Students learn about professional licenses, including what sorts of careers require them, why they are required and how to obtain them.

7. VOLUNTEERING PAYS OFF

Students brainstorm ways to get a job, then read about volunteering as a job-seeking strategy.

7.1 • Internships, Field Placements, and Apprenticeships in Community and Social Services

Students learn about internships, field placements, or apprenticeships in Community and Social Service careers and consider how to choose the right opportunity for them.
To find out what one is fitted to do, and to secure an opportunity to do it, is the key to happiness.

— John Dewey

JOHN DEWEY (October 20, 1859 – June 1, 1952) was an American philosopher, psychologist, and educational reformer. Dewey asserted that complete democracy required not just extending voting rights but also ensuring a fully formed public opinion, by communication among citizens, experts, and politicians, who would be accountable for the policies they adopt. Dewey believed in scientific method and democracy as a way of life.

Calculating With Bar Graphs: Education Pays

Students read a graph about lifetime earnings and education attainment, then perform computations based on the numbers.

**PREP**

- **Read** the graph, *Average Lifetime Earnings and Educational Attainment*
- **Write** the following Agree/Disagree statements on the board:

  - People with more education usually earn more money than those with less education.
  - People with high school/HSE diplomas usually earn the same amount of money as those who don't have a HS diploma or HSE.
  - People who have started college, but not yet earned a degree, earn the same amount as HSE diploma holders who have not had any college.
  - People who go to college will be rewarded financially.

**MATERIALS**

- *Average Lifetime Earnings and Educational Attainment* graph
- *Calculating Earnings* worksheet

**EXPLAIN**

1. Pursuing higher levels of education and training is a big step. It requires time, money, excellent organization, especially if you have a job and/or family responsibilities, and a lot of hard work. Some people believe it will really help them get ahead financially and professionally. Other people wonder if it is worth the sacrifice. What do you think? Discuss with a partner whether you agree or disagree with the statements on the board.

2. Researchers had some of these same questions, and studied if people who had higher levels of education earned more money than those with lower levels of education. They found out how much money people earned during their lifetimes, and whether or not their education played a role. Read the graph to find out what they learned.

3. Distribute the graph.
Average Lifetime Earnings and Educational Attainment

Credit: NYC Labor Market Information Service

* Includes postsecondary certification and technical training.
** Includes medical doctors, lawyers, dentists, and others.


Prepared by The NYC Labor Market Information Service at The Graduate Center, CUNY.

Credit: NYC Labor Market Information Service
DISCUSSION QUESTIONS

What does the title mean?

- The median salary earned by workers in 2014 according to their highest level of education completed. Median means that half the salaries were higher and half were lower.

What does each bar in the graph represent? Does each dollar figure represent the amount of money everyone with that educational level earned?

- No, it is the average median salary earned at that education level.

What does median mean?

- Median is one way to get a general idea about data. For example, in terms of this graph, does everyone with at least and only a HS or HSE diploma make $36,000 a year? No, there are lots of different salaries. The same is true for all of the other educational levels. We use different ways to determine a general picture of a set of data. Mean (which you may have heard called “average”) is one of them. The way we figure out the median is to take all the salaries of people with only a HS or HSE diploma and imagine them all lined up in order of their salary, from lowest to highest. The salary of the person in the middle is the median salary. That gives us a general idea about what to expect in salary for a person with a HS or HSE diploma.

What trend or pattern do you notice?

- Higher the education, the greater the earnings. Some show large jumps. Other increases are smaller.

What are 3 examples of professional degrees?

- MD—Medical Doctor, DDS—Doctor of Dental Surgery, M. Arch—Master in Architecture

Distribute the Calculating Earnings worksheet. Ask students to work on the problems then discuss them as a class.
Calculating Earnings

1. How much more money does someone with a diploma earn than someone who never earns a diploma? Show your work below.

2. Write one sentence explaining what you did to solve this problem.

3. How much more money does someone with an Associates degree earn than someone with only a HS/HSE diploma? Show your work below.
Making Inferences: Reading a Community and Social Services Career Brochure

Students read a brochure on Community and Social Service careers, then work to infer the personal qualities and skill requirements necessary for each career. Then, they develop questions they have about the careers.

PREP

- Read Mapping Your Future: Community and Social Services brochure

MATERIALS

- Mapping Your Future: Community and Social Services handout
- Careers in Community and Social Services worksheet

EXPLAIN

1. Ask students to freewrite for 5-10 minutes in response to the following prompt:
   What do you know about the Community and Social Services sector so far?
   What are some examples of Community and Social Service careers?
   What kinds of places are Community and Social Service workers employed?

   Social workers, sanitation, fire department, police, therapists, substance abuse counselors, public assistance workers, hair dressers, dog walkers work in Community and Social Service. They can work in hospitals, outpatient facilities, shelters, community organizations, police precincts, prisons. They can also work for themselves providing private services.

2. When students are finished, have them share their freewrites with a partner.

3. Today we are going to learn about some common careers in the Community and Social Services sector. Distribute Mapping Your Future: Community and Social Services handout. Ask students to annotate anything that seems important, interesting, or confusing. While they read, they should take note of things they already knew about the field from their pre-writing exercise and new things they learned about it.
DISCUSS

- What do you know now about the field that you didn’t know before reading the career brochure?
- Were you surprised by anything new that you learned?
- If you or someone you know were interested in a career in this field, what are some actions you could take to find out more?
  > Conduct an informational interview with someone working in the field, explore your personal interests and strengths, use the brochure to answer questions about specific jobs within the field.
- Describe one career that you read about that sounds interesting to you.

4 When students are finished, distribute the Careers in Community and Social Services worksheet and ask students to complete it in pairs.

5 When pairs are finished, discuss their answers as a class.
Mapping Your Future

Community and Social Services

What are Community and Social Services?

In New York City, there are many community and service organizations that serve people with different types of needs. Examples of the types of services these organizations provide include:

- Career and job counseling
- Job training and placement services
- Rehabilitation counseling for people with disabilities
- Out-of-school time recreation and enrichment activities for children and teenagers
- Counseling for people of all ages to cope with problems in their everyday lives
- Substance abuse counseling
- Counseling about diet and health
- Providing shelter and counseling to youth in foster care

People who work in this field try to make positive changes in the lives of individuals, families and groups of individuals with similar problems. They help people to overcome addiction or other challenges—like substance abuse, long-term unemployment or homelessness—and get their lives on track as much as possible. Others provide enrichment activities to children and families, supporting positive youth development. There are also many services for elderly people.

Community and Social Service is a growing field. Jobs are in every neighborhood all over the City. Most of the jobs are at nonprofit agencies. Some jobs may be in schools, or with city, state or federal agencies. Other jobs involve working at community health centers, group homes or residential care facilities. Some jobs in this field are with religious organizations. There are jobs for people at different education levels.

Who Should Work in This Field?

People who want to be of service to other people and to their communities enjoy working in community and social service jobs. Although some jobs in community and social service can be well-paid, pay is usually not the main reason people work in these jobs. Benefits are usually reasonable, and larger organizations may provide tuition assistance. Nonprofit organizations tend to respect the value of work-life balance.

Most people work directly with participants and clients, so there is a lot of human interaction. Community and social service workers have many different job titles with varying responsibilities.

Some of the jobs involve night and weekend work. Many of the jobs are full-time, but some are part-time.

Mapping Your Future: Community and Social Services (page 1)

Put Yourself on the Map: How to Use This Brochure

Like any map, this Career Map helps you find your way to new places – in this case, a bunch of careers within one specific industry. (An industry is a loosely defined area of businesses engaged in similar work.) As you read, ask yourself: what different kinds of jobs are there? How does one job lead to the next? Which ones will I like? How much money can I earn, and how long will it take me to get there? What kind of training do I need?

One of the best ways to find a satisfying career is to get clear about your personal interests and strengths. What do you most enjoy doing? What do your friends, teachers, parents say you do best? Do you prefer to work with people, ideas or things? Do you want to be in charge, or work alongside your peers? Which of these jobs will let you be your best?

Once you’ve found a path that sounds like a good fit, it’s time to test it out. Find someone who works in the industry – ask your friends, parents, teachers and neighbors if they can introduce you. Ask if they are willing to talk with you for a few minutes. This is called an “informational interview.” You’re not asking them to find you a job; you’re only asking to listen and learn about their experience. If you ask in a professional manner, many people are happy to speak with you. (If you’re nervous about this, ask a teacher, guidance counselor or parent to help.)

Before you meet with this person, reread the brochure and write down any questions you have, for example:

- What do you spend your day doing in this job?
- How did you get started in this field?
- How much reading, writing or math do you do in your job?
- How do people dress at the work place?
- Do you have a routine set of tasks you do every day or do you do something different every day?
- Do you work the same schedule every week, or does it change?
- What courses would I take in high school or college to prepare for this job?
- What is my next step after high school if I am interested in this field?
- Where can I find people who can help me learn more about this field?

Make sure to send a thank you note, and in no time you’ll be on your way. For more information about this industry and many others, you can visit www.careerzone.ny.gov

Find someone who works in the industry – ask your friends, parents, teachers and neighbors if they can introduce you.
Types of Employment

<table>
<thead>
<tr>
<th>HOURS/WEEK</th>
<th>SCHEDULE</th>
<th>WAGE/SALARY</th>
<th>PAYMENT</th>
<th>COMMON BENEFITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-Time</td>
<td>Usually 35+</td>
<td>Steady</td>
<td>Annual</td>
<td>Weekly or bi-weekly</td>
</tr>
<tr>
<td>Part-Time</td>
<td>Usually &lt;35</td>
<td>May vary</td>
<td>Hourly</td>
<td>Weekly or bi-weekly</td>
</tr>
<tr>
<td>Temp</td>
<td>As needed by employer</td>
<td>May vary</td>
<td>Hourly</td>
<td>Weekly or bi-weekly</td>
</tr>
<tr>
<td>Per Diem</td>
<td>As needed by employer</td>
<td>Daily or Per Shift</td>
<td>Hourly</td>
<td>Weekly or bi-weekly</td>
</tr>
<tr>
<td>Self-employed aka Freelance</td>
<td>Varies</td>
<td>Varies</td>
<td>Negotiate rate of pay with client or upon completion of work or on a schedule of deliverables</td>
<td>None: must pay own taxes and health insurance</td>
</tr>
<tr>
<td>Union</td>
<td></td>
<td></td>
<td></td>
<td>As negotiated by the union with the employer on behalf of members</td>
</tr>
</tbody>
</table>

What are some sample career paths that people can follow?
People move up by getting more experience and education. Because the field is so big and varied, there are many different types of career paths. Someone can start as a child care worker and become a pre-school teacher. Some people begin as developmental disabilities aides and can become job coaches and eventually, with a lot more education, rehabilitation counselors. Someone can begin as a recreation assistant and eventually move into a supervisory position. There are many different types of counseling jobs, and it is possible to move from counseling in one area to counseling in another. Some counselors become social workers.

With experience, it is also possible to move into manager and other administrator positions. Many non-profit organizations promote from within. As they advance, people can also move from one organization to another or between the public and non-profit sectors. The top position in an agency is most commonly called Executive Director.

For more information on careers in this industry:
http://www.earlychildhoodnyc.org/education/credentials.cfm

For information about the DOE CTE Programs:
http://schools.nyc.gov/ChoiceEnrollment/CTE/ParentsandStudents/default.htm
http://CTECouncil.org

Where can I get additional general information on careers?
For careers in New York State: www.careerzone.ny.gov
For general career information, including videos of nearly 550 careers: www.acnet.org
For general career information: www.bls.gov/k12/

Office of Postsecondary Readiness (OPSR)
New York City Department of Education
52 Chambers Street
New York, NY 10007
## Direct Service Occupations

### Increasing Levels of Education/Training Required

<table>
<thead>
<tr>
<th>High School Diploma/ Equivalent and Training</th>
<th>Post-High School Certificate or Associate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developmental Disabilities Aide</strong></td>
<td><strong>Recreation Assistant/ Activity Specialist</strong></td>
</tr>
<tr>
<td>DUTIES: Provide day-to-day care helping people with disabilities with their basic health, safety and care needs, including eating, bathing and dressing.</td>
<td>DUTIES: Direct activities for program participants that may include cultural and recreational activities, sports, and quiet games. May carry out other tasks as directed by a manager.</td>
</tr>
<tr>
<td>PAY RANGE: $23,000 to $33,000 per year</td>
<td>PAY RANGE: $19,000 to $35,000 per year or $9 to $17 per hour</td>
</tr>
<tr>
<td><strong>Child Care Worker</strong></td>
<td><strong>Job Coach</strong></td>
</tr>
<tr>
<td>DUTIES: Care for children when parents and other family members are not available. Care for children's basic needs, such as bathing and feeding. Some help children prepare for kindergarten, and many help older children with homework.</td>
<td>DUTIES: Provide individual assistance and guidance to people with developmental disabilities, mental illness, visual impairment, or another major disability with the mission of obtaining and retaining employment.</td>
</tr>
<tr>
<td>PAY RANGE: $19,000 to $29,000 per year or $9 to $14 per hour</td>
<td>PAY RANGE: $22,000 to $40,000 per year</td>
</tr>
<tr>
<td><strong>Social Service Assistant</strong></td>
<td><strong>Program Assistant</strong></td>
</tr>
<tr>
<td>DUTIES: Help people get through difficult times or get additional support. Help other workers, such as social workers, and help clients find benefits or community services.</td>
<td>DUTIES: May direct high volume of calls, perform data entry, maintain personnel records and volunteer schedules, perform bookkeeper's responsibilities, maintain inventory of office supplies, and prepare correspondence. Needs ability to multi-task and set priorities.</td>
</tr>
<tr>
<td>PAY RANGE: $2,100 to $32,000 per year or $10 to $15 per hour</td>
<td>PAY RANGE: $27,000 to $45,000 per year</td>
</tr>
<tr>
<td><strong>Van Driver</strong></td>
<td><strong>Intake Specialist</strong></td>
</tr>
<tr>
<td>DUTIES: Operate wheelchair accessible customized mini-van. Ensure that passengers are picked up and arrive at locations safely. Help special populations, such as people with disabilities and senior citizens.</td>
<td>DUTIES: Determine eligibility of people applying to receive assistance from government programs and agencies, such as welfare, unemployment benefits, social security and public housing. Provide benefit counseling.</td>
</tr>
<tr>
<td>PAY RANGE: $22,000 to $47,000 per year or $11 to $22 per hour</td>
<td>PAY RANGE: $26,000 to $40,000 per year</td>
</tr>
<tr>
<td><strong>Substance Abuse Counselor</strong></td>
<td><strong>Mapping Your Future: Community and Social Services (page 4)</strong></td>
</tr>
<tr>
<td>DUTIES: Counsel and advise people with drug, alcohol, or tobacco addictions. May communicate with families and engage in prevention programs. Duties may include assessing degree of dependency, conducting orientation, developing treatment plans, and planning follow-up care for discharged clients.</td>
<td>PAY RANGE: $30,000 to $45,000 per year</td>
</tr>
</tbody>
</table>
### Direct Service Occupations continued

**INCREASING LEVELS OF EDUCATION/TRAINING REQUIRED**

<table>
<thead>
<tr>
<th>Bachelor’s Degree</th>
<th>Graduate or Professional Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-School Teacher</strong></td>
<td><strong>Mental Health Counselor</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Teach preschool-aged children in activities designed to promote social, physical and intellectual growth needed for primary school. May work in preschool, day care center or other child development facility. May be required to hold State certification.</td>
<td><strong>DUTIES:</strong> Help people manage or overcome mental and emotional conditions and problems with their family and relationships. Listen to clients and ask questions to help clients understand their problems and develop strategies to improve their lives. Some counselors may specialize in particular fields, such as family or marriage counseling.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $25,000 to $49,000 per year</td>
<td><strong>PAY RANGE:</strong> $30,000 to $52,000 per year</td>
</tr>
<tr>
<td><strong>Job Developer</strong></td>
<td><strong>Social Worker</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Develop employment opportunities and place participants into jobs appropriate to their skills and experience. Act as liaison to employers to create and maintain opportunities for program participants to enter the workforce.</td>
<td><strong>DUTIES:</strong> Help people solve and cope with problems in their everyday lives. Diagnose and treat mental, behavioral and emotional issues.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $40,000 to $50,000 per year</td>
<td><strong>PAY RANGE:</strong> $33,000 to $58,000 per year</td>
</tr>
<tr>
<td><strong>Career Counselor</strong></td>
<td><strong>Rehabilitation Counselor</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Help young people and adults in the process of making career decisions by helping them choose a career or educational program.</td>
<td><strong>DUTIES:</strong> Help people with emotional and physical disabilities to live independently. Help clients overcome personal, social and professional effects of disabilities as they relate to employment or independent living.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $30,000 to $50,000 per year</td>
<td><strong>PAY RANGE:</strong> $30,000 to $48,000 per year</td>
</tr>
</tbody>
</table>

**MAP KEY**

- **Expected to grow faster than average between now and 2020.**
- **Licensing or certification required.**
- **Pay Range:** The pay range reflects typical pay from entry level to experienced. The higher pay takes many years to reach and development of significantly greater skills and knowledge. Jobs that are primarily part-time are expressed as hourly pay; jobs that are primarily full-time are shown with annual pay. Those that could be either are shown both ways.
- **Education:** Minimum education and experience requirements. This may vary from employer to employer.

*This flyer highlights jobs in the sector projected to have the same or more openings between now and 2020.*
# Administration and Support Occupations

## Increasing Levels of Education/Training Required

<table>
<thead>
<tr>
<th>High School Diploma/ Equivalent and Training</th>
<th>Post-High School Certificate or Associate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Receptionist</strong></td>
<td><strong>Facilities Superintendent</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Greet and assist visitors and callers in a prompt, courteous and accurate manner and direct them to appropriate resources/individuals in the agency. Perform general office functions, such as typing, filing, copying, faxing, answering telephones, and taking accurate messages.</td>
<td><strong>DUTIES:</strong> Assist the Facilities Manager in organizing and maintaining clean, safe, efficient and orderly premises. Maintain heating, cooling and plumbing systems. Perform minor carpentry, electrical and locksmith repairs. Create and maintain control of inventory, including ordering, receiving, and distributing janitorial supplies.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $22,000 to $35,000 per year</td>
<td><strong>PAY RANGE:</strong> $27,000 to $45,000 per year</td>
</tr>
<tr>
<td><strong>Handyperson</strong></td>
<td><strong>Bookkeeping, Accounting, and Auditing Clerk</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Maintain physical upkeep of facility. Assist the superintendent in maintaining and repairing building components, such as boilers, plumbing, and wiring. Clean building and remove trash.</td>
<td><strong>DUTIES:</strong> Ensure completeness of financial records. Use computers and accounting software to input, store, and analyze information. May also check the completeness and correctness of entries and calculations recorded by co-workers.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $20,000 to $30,000 per year</td>
<td><strong>PAY RANGE:</strong> $26,970 to $41,920 per year</td>
</tr>
<tr>
<td><strong>Security Guard</strong></td>
<td><strong>Help Desk Specialist</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Guard, patrol, and monitor premises to ensure security and prevent theft. Check ID cards at entrance to make sure that only authorized persons enter premises. Sign in visitors. Respond to all emergencies.</td>
<td><strong>DUTIES:</strong> Install, diagnose, repair, maintain, and upgrade all PC hardware and equipment. Troubleshoot problem areas (in person, by telephone, by remote desktop control or via e-mail) in a timely and accurate fashion, and provide end-user assistance where required.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $19,000 to $35,000 per year or $9 to $17 per hour</td>
<td><strong>PAY RANGE:</strong> $40,000 to $68,000 per year</td>
</tr>
</tbody>
</table>
**Administration and Support Occupations continued**

### Increasing Levels of Education/Training Required

<table>
<thead>
<tr>
<th>Bachelor's Degree</th>
<th>Bachelor's Degree plus Experience or Graduate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Human Resources Specialist</strong></td>
<td><strong>Director of Development</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Review and screen resumes for applicants who meet minimum qualifications, make sure that positions are filled in an expeditious manner with the best possible candidates. Maintain all employee files.</td>
<td><strong>DUTIES:</strong> Develop a strategy to raise funds so that the organization can grow and be financially stable. May write grant applications, interact with donors and potential donors. May be the senior financial officer for an organization.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $30,000 to $47,000 per year</td>
<td><strong>PAY RANGE:</strong> $75,000 to $150,000 per year</td>
</tr>
<tr>
<td><strong>Development Associate</strong></td>
<td><strong>Social Service Program Manager</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Write grants, and organize and support activities to raise funds or gifts for an organization. May design and produce promotional materials. May also raise awareness of the organization’s work, goals, and financial needs.</td>
<td><strong>DUTIES:</strong> Coordinate and supervise community and social service programs. Direct and lead staff that provide services to the public.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $37,000 to $65,000 per year</td>
<td><strong>PAY RANGE:</strong> $57,000 to $96,000 per year</td>
</tr>
<tr>
<td><strong>Business Manager</strong></td>
<td><strong>Executive Director</strong></td>
</tr>
<tr>
<td><strong>DUTIES:</strong> Oversee accounting, payroll, purchasing, accounts payable and accounts receivable functions. Ensure accurate and timely submission of government billing to various agencies. Recruit, train, supervise and evaluate all business office staff.</td>
<td><strong>DUTIES:</strong> Provide vision and leadership to ensure that nonprofit organization offers and administers programs of the highest quality while maintaining a good reputation. Oversee day-to-day operations, programs and staff. Implement mission and goals set forth by Board of Directors.</td>
</tr>
<tr>
<td><strong>PAY RANGE:</strong> $56,000 to $75,000 per year</td>
<td><strong>PAY RANGE:</strong> $90,000 to $175,000 per year</td>
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<tr>
<td><strong>Database Administrator</strong></td>
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<tr>
<td><strong>DUTIES:</strong> Establish, maintain, and update computer databases. Implement database management systems. Control access to digital information stored in databases. Apply security measures to ensure the integrity of digital data and to prevent unauthorized intrusions. May use computer languages to enter, retrieve, analyze, and modify data.</td>
<td></td>
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<tr>
<td><strong>PAY RANGE:</strong> $55,920 to $110,420 per year</td>
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</table>

**Did you know?**
- There are lots of jobs in community and social services. 200,000 people work in this industry in New York City.
- People who like to help people enjoy working in this industry.
- Jobs include working with children, teenagers, adults, older people, people with disabilities and many other groups in all types of settings.
### Careers in Community and Social Services

Use the information in the brochure to complete the chart below.

<table>
<thead>
<tr>
<th>Career</th>
<th>Skills necessary for this career</th>
<th>Characteristics necessary for this career</th>
<th>What kinds of businesses employ people in this career?</th>
<th>What education or training does this career require?</th>
<th>Two questions I have about this career</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Disabilities Aide</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>Intake Specialist</td>
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<td>2.</td>
</tr>
<tr>
<td>Substance Abuse Counselor</td>
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<td></td>
<td></td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>Job Developer</td>
<td></td>
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<td></td>
<td>2.</td>
</tr>
</tbody>
</table>
A Social Service Career Movement Series

Students learn about how career movement happens in the Social Services sector using a personal narrative and considering their own trajectories and values.

ACTIVITIES IN THIS SERIES:

3.1 • Norberto’s Career Movement Letter
3.2 • Norberto’s Career Map
3.3 • Multiple Paths: How Personal Factors Impact Career Movement
Norberto’s Career Movement Letter

Students read and discuss a letter about career movement from a young social worker as he describes the paths he took to end up with a career in social work. They track his education and career movements and consider the steps he took to move between each stage of his career.

PREP

- Read Norberto’s Letter to Clients

MATERIALS

- Norberto’s Letter to Clients

EXPLAIN

1. Have you ever needed to make a big decision in your life, but you didn’t know how to go about deciding what to do? What was it and what steps did you take to figure it out?

2. Introduce Norberto’s Letter to Clients by explaining that Norberto was a young adult who wasn’t sure what he wanted to do with his life. He always knew he wanted to go to college, but he didn’t have a high school diploma or any idea about what he wanted to study. Norberto is now a Licensed Clinical Social Worker (LCSW) and has written a letter to a group of his clients. They have lived through some difficult life experiences and are now looking towards their future education and career goals. We will learn what steps he took in order to figure out what his education and career goals were and the steps he took to achieve them.

3. Distribute Norberto’s Letter to Clients and ask students to read it. While they are reading, write the following questions on the board.

   a) Why did Norberto write a letter to his clients?
   b) What steps did Norberto have to take in order to get to college?
   c) What did Norberto think he wanted to do when he first started college?
   d) What did Norberto end up choosing as his Associate’s major and why?
   e) What did he end up choosing to study in undergraduate and graduate school and why?
   f) What were some of the steps he took in order to figure out what his passion was?

4. When students are finished, ask them to discuss the questions in pairs.
Dear Clients,

I wanted to share a little about my education and career path with you. I was born and raised in the Dominican Republic and when I was 17, my family moved to the United States. I was only one year away from finishing high school in the DR when we came to New York City, so I was not able to get my high school diploma. After we got settled in New York, I decided I wanted to go back to school, so I signed up for high school equivalency classes to get my GED. I had only just begun to learn English though, so I enrolled in classes that were taught in Spanish.

When it came time to take the GED exam, which is now called the TASC exam, I did great on the math portion, however, because my English wasn't very advanced yet, I did not pass the English part. I was disappointed, but I believed that if I got some help with my English, I could retake the test and pass. So I signed up for ESL classes, where I worked hard for about eight months on improving my English skills and when I took the test again, I passed everything! I was really proud of myself and it motivated me to keep moving forward.

At the same time, I started volunteering at a local hospital because I wanted to start building a network and I also wanted to explore different kinds of jobs within a hospital setting. At first I was assigned to the Pediatrics department, where all the patients were children. There, my duties included calling patients to remind them about their appointments, doing office work, and registering new patients. Over time, I became part of a summer youth program at the hospital with other people my age and was assigned to work in the Occupational Therapy department. There I learned how to assist therapists with daily patient therapy routines, create new devices for patients that allowed them to move more easily and assist the patients with discharge planning. I also worked assisting in creating splints and other devices for hand injuries. Sometimes I would help out by translating for Spanish speaking patients. Through this volunteer work, I began to realize how much I liked helping others and being in direct contact with patients every day. I liked feeling as though I was making...
I had always wanted to go to college, and my initial goal after getting my GED was to get into a community college and get an Associate’s degree, so I could get a better paying job with healthcare and retirement benefits. I didn’t really have a specific job in mind; I just wanted a good job that would allow me to live comfortably. So I decided to take some college preparation classes that would help me get ready to take the CUNY college placement exams.

However, when I went to take the placement exams, the same thing happened again—I passed the math, but I didn’t pass the writing exam. I was disappointed, but I was determined to go to college, so I kept studying and retook the exam and by the following semester, I was a student at Hostos Community College. When it came time to pick a major, I was unsure about what I wanted to study, so I chose a Liberal Arts and Sciences major which allowed me to take classes across a broad range of programs. All the while, I was still volunteering at the hospital and began to think about a career in Occupational Therapy. I knew I liked helping people, but I wasn’t sure medicine was the right choice for me. It turned out that the hospital had a college internship program that I applied for and got into. The program was a paid internship where I would continue working in the hospital as I had been, but I would work more hours and get paid for it. The college internship program allowed me to work in other departments at the hospital besides Occupational Therapy and it really opened my mind to the possibility of other careers. I met psychologists, psychiatrists, and social workers who supported the patients as well. I discovered that I really enjoyed working with the social workers at the hospital because they were so caring with the patients who were going through such a difficult time. When you are having physical health problems, it can also really take a toll on your emotional and psychological well-being and I could see how much the social workers really impacted a patient’s experience at the hospital by helping them deal with these challenges.

During my time at Hostos, I worked very hard and earned a high GPA. I also got involved in the student Disability Club, and eventually became its president. My academic advisor at Hostos, who I talked to every now and again about how school was going and what I was thinking about for my future, told me about the CUNY College Discovery (CD) program for low income students. She told me that the program supported students who had financial and other challenges. I applied and was chosen to be part of the CD program, where I received tutoring to help with my English skills, career counseling, and networking opportunities with professionals. One of my favorite parts of CD was going to
different activities where people who worked in all different kinds of careers would talk to us about their pathways. This experience opened up my mind to the possibility that there was a lot more out there than I was currently thinking about. We got to meet with these professionals, speak with them one-on-one, ask questions about their careers and how they achieved their goals. It really changed my thinking. Before then, I had only been thinking about the short term—get a good job with a good salary so I could be independent—but after participating in the CD program I really started to think about what kind of career I might enjoy long term.

I graduated from Hostos Community College with an Associate’s Degree in Liberal Arts and Sciences and, based on my experiences with social workers and patients, and meeting so many people through the CD program, I decided I wanted to pursue a career in Social Work. I applied to New York University and not only did I get in, but I was awarded a full financial scholarship as a transfer student! I received the scholarship as a result of my good grades and all the extracurricular activities and programs I had participated in at Hostos. My advisor at Hostos was always encouraging me to get involved with these different programs and said it would pay off, that colleges really like to see these kinds of things on students’ applications. And she was right! Because of the scholarship, I was able to focus on my studies and I graduated with a Bachelor of Science in Social Work.

I knew in order to become a licensed Social Worker, I would have to attend graduate school, so I decided to do a Masters in Social Work (MSW) at Hunter College. During both my undergraduate and graduate studies, I was an intern in social service organizations and this helped me get real world experience in social work while being supervised by experienced social workers.

As graduation approached, I had to think hard about what kind of setting I wanted to work in and what kinds of people I wanted to work with. One of the great things about being a social worker is that social workers are needed in so many different places. Social workers are needed in hospitals, schools, child welfare agencies, community based organizations, and other environments that serve all different populations of people. I thought back to my days working in the hospital when the social workers would need me to help translate for the Spanish-speaking patients. I realized that having a translator isn’t the same as having a Spanish-speaking care provider. Sometimes meaning gets lost in translation and when you are talking to a social worker, you are usually talking about difficult things that can make someone feel vulnerable. It’s important to have the provider really understand the details of what the client is saying. I noticed that sometimes clients would lose their train of thought or decide not
to share something important in the time they had to wait for the translator to translate. I realized that there needed to be more Spanish-speaking social workers, especially in a place like New York City where so many native Spanish speakers live. I also thought a lot about my little brother who struggled in school when we first came to the United States and my parents weren't able to find any Spanish-speaking professionals that were able to help him. He deserved to be represented and have the best quality of care, just like anyone else. I decided that I wanted to help make this a reality and work primarily with the Spanish-speaking population.

Once I graduated, I applied to work here at this agency with you. An agency that serves many Spanish-speaking people who have gone through some tough times, but are working incredibly hard to get back on their feet and become independent again. As you think about your own passions and dreams for your future, I want you to consider some of the things that helped me along the way to achieving my education and career goals. I believe that three of the most important things you can do in order to be successful along any education or career pathway are:

1. **Explore lots of possibilities by getting real world experience!** Volunteer, join clubs, go to activities and events where you might be exposed to something new. And keep your mind open to things you might never have considered before. You never know what you’re going to like until you try it.

2. **Talk to people!** Talk to teachers and advisors. Talk to people in your family and community. Talk to anyone who is willing to speak with you about their career path. Meeting people will expose you to new experiences and making connections can help advance you in your career later. Often who you know really makes a difference!

3. **Find your passion!** You’re going to spend a lot of time at your job. If you pursue a career you are passionate about, you’ll be happier, healthier, and better at your job. Every career can have its ups and downs, but if you are inspired by the work you do, you’ll be able to stay motivated to work even on your most challenging days.

I wish you all strength, fortitude, and joy as you continue on your paths to achieving your dreams. I am so proud of how far you’ve come already and I am excited to see what the future holds for you.

With Warm Regards,

*Norberto*
**Norberto’s Career Map**

Drawing on their experiences with map-reading, students consider the trajectory Norberto took and portray it as a map. They focus on the steps he took on the way to become a Social Worker.

**PREP**

- Be prepared to define the terms: **key**, **legend**, **symbol**, **feature**.
- Draw a Career Map based on Norberto’s letter.

**MATERIALS**

- Chart paper and markers
- Teacher’s map of Norberto’s Career Movement

**DISCUSSION**

**Ask:** What is a map?

- A visual representation of a geographic location.

How is it used?

- For navigation. To learn how to travel between points, or how to find where you are, if you’re lost.

Some maps have a key or legend. What does a key on a map usually tell you?

- It includes symbols that correspond to various types of landmarks, on the map such as medical facilities and religious buildings.

Why is this important?

- It locates the landmark and identifies its purpose.

Have you ever used a NYC® subway map? What are some of the features and symbols on it and what do they represent?

- Example: Different colored lines, representing subway lines, squares for terminal stations, open circles and closed circles for express and local stops, dotted lines for subway tracks currently under construction.

Have you ever used another kind of map? What kind? What was easy or difficult about using it? What are some symbols you might find on a map?

- Straight lines, dotted lines, triangles, circles icons, for example of mountains or restaurants.
Draw Norberto’s Career Map

Divide students into groups to draw Norberto’s career map. Distribute the paper and markers to each group.

**DISCUSS INSTRUCTIONS**

1. Take out one piece of loose leaf paper for the group. Before you draw the map, list the different places Norberto either studied at or worked in order. Next to each place, list anything Norberto did to help him move forward in his career.

   >> Example: Talking to others to learn more or joining a club at school.

2. On a separate piece of paper, draw a map as follows:
   
   - Write the places he studied or worked and draw a circle around each one.
   - Write the steps Norberto took to get to each point on his career path and draw a box around each step.
   - Draw dotted lines connecting the places and actions showing an order of progression.

3. Draw a legend or key, explaining what the circles, boxes and dotted lines mean.
Multiple Paths: How Personal Factors Impact Career Movement

Students consider what goes into choosing a career path. What would make someone interested in Social Services become a Developmental Disabilities Aide as opposed to a Substance Abuse Counselor? And in general, what personal factors impact how a worker will change careers?

DISCUSS

What life factors affect whether someone stays at an entry-level career in Social Services, or pursues higher-level careers that require advanced degrees?

What life factors might play a role in the pathway workers take? Write answers on the board.

- Their interests, for example an interest in working with patients or working with technical equipment.
- Their time. A career change might require a lot of education, which they might, or might not have.
- Family. They might need to spend more or less time taking care of family members.
- Money. They might have to invest a good deal of money into their education.
- Limitations. They might find a particular career is too difficult physically.
- Career exploration. They might try a few different careers before they find one that is a good fit.
Write the following questions on the board. Put students into pairs and have them discuss the questions.

- How does family impact your career choice?
- How does time impact your career choice?
- How does money impact your career choice?
- How does interest or personality impact your career choice?
- What else impacts your career choice?
Community and Social Services
Job Training Series

Students learn about job training programs—what they are, how to find a good one, and what to expect as a participant. Then they read descriptions of high-quality job training programs in Community and Social Services. It is recommended that all activities in this series be done sequentially.

ACTIVITIES IN THIS SERIES

4.1 • Job-Seeker Terminology

4.2 • Know Before You Enroll

4.3 • Developing Questions: Job Training Programs in Community Services*

4.4 • Peer Specialist Training Program: Howie T. Harp*
**Job-Seeker Terminology**

Students learn vocabulary relevant to a job search in any sector, by matching job search terms to their definitions.

**PREP**

Create one index card for each student, containing either a type of Job-Seeker term or a description of the term. It’s okay if some of them repeat.

**EXPLAIN**

1. Explain that there are lots of programs that help people find jobs and help employers fill positions, and lots of differences between them.

2. Distribute one card to each student, making sure each card has a match, and ask students to find their match.

3. Once students find their match, have pairs share their description with the class.

4. Discuss definitions as a class.
## Job-Seeker Terminology

<table>
<thead>
<tr>
<th>Job-Seeker Terminology</th>
<th>Definition of Job-Seeker Terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Job Training</strong></td>
<td>A program, either fee-based or free, in which participants learn a specific workplace skill, such as refrigerator repair or commercial driving. May include job search assistance.</td>
</tr>
<tr>
<td><strong>Job Placement</strong></td>
<td>A service that assists participants in applying for jobs. It may be part of a job training program or may exist on its own.</td>
</tr>
<tr>
<td><strong>Job Readiness</strong></td>
<td>Teaches general workplace skills such as professional dress and communication, how to write a resume and cover letter, how to prepare for an interview, and workplace expectations such as punctuality and cell phone use.</td>
</tr>
<tr>
<td><strong>Career Advisement/Coaching</strong></td>
<td>One-on-one meetings to discuss a job-seeker’s interests and skills, where to look for jobs and educational opportunities.</td>
</tr>
<tr>
<td><strong>Employment Agency or Office</strong></td>
<td>A company, hired by businesses, to interview and hire new employees, and used by job-seekers to find jobs.</td>
</tr>
<tr>
<td><strong>Degree</strong></td>
<td>A document earned from a college or university showing completion of coursework in a particular area of study. Usually requires a minimum of 2-3 years.</td>
</tr>
<tr>
<td><strong>Certificate</strong></td>
<td>A document earned from a college or university, community based organization, union or private company, showing mastery of a specific job-related skill.</td>
</tr>
<tr>
<td><strong>Apprenticeship</strong></td>
<td>“Earn while you learn.” This is paid training in a particular job-related skill, often including classroom and work experience hours. Participants are sometimes hired by the company that trained them and sometimes receive job placement assistance. They are common in the building trades and more recently in the culinary arts.</td>
</tr>
<tr>
<td><strong>Pre-Apprenticeship</strong></td>
<td>A program that provides participants with the skills they need to participate in a paid training program, such as literacy and math skills related to the job.</td>
</tr>
<tr>
<td><strong>Internship/Field Placement/Practicum</strong></td>
<td>Supervised work experience and workplace-based training often done for school or college credit. It may be accompanied by or part of a class in which training experiences are discussed.</td>
</tr>
<tr>
<td><strong>Trainee</strong></td>
<td>A person who is being trained in a particular job. Most trainees are paid for their training.</td>
</tr>
<tr>
<td><strong>Probation</strong></td>
<td>A period early in employment during which an employee must demonstrate her competency at her job before being considered a permanent employee.</td>
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</table>
Know Before You Enroll*

Students learn how to choose a high quality job training program by reading a training program selection tip sheet and using it to write a letter of advice to a young person in their life who is planning to enroll in a job training program.

PREP

- This activity may be done following the previous activity on researching local job training programs, or may be done on its own.
- Read the *Know Before You Enroll* tip sheet.

MATERIALS

- *Know Before You Enroll* tip sheet
- *Job Training Advice Letter* writing assignment

EXPLAIN

1. The New York City Mayor’s Office discovered that many students were graduating from job training programs with a lot of debt and without jobs or useful certifications promised by the programs. They created an ad campaign to help New Yorkers choose high quality training programs that would help them be prepared for and find employment in their field. Although it was created in New York City, much of the advice applies to job training programs anywhere.

2. Distribute the *Know Before You Enroll* tip sheet, and ask students to read and annotate it. In particular, they should underline and take notes about:
   - Any tips in the handout that seem like good ideas, or ones that they hadn’t thought about before.
   - Anything that is confusing to them.

3. Have students share their ideas from the handout in small groups.
   Which were the best ideas from the handout, and why? What questions did you have or which parts, if any, seemed confusing?
Section 4.2

Lesson Guide

4 Tell students that they will now use what they learned for a writing assignment. It's often good to look back at a reading to check what it says, but it's also good to turn it over and not look at it, to challenge your memory of what it said, and to make sure you're writing about it in your own words. Tell students to put away their handout to write.

5 Distribute the writing assignment and review the directions.

6 Before they write, ask students to discuss in pairs the best pieces of advice from the reading (without looking at the reading).

7 Once students have written the letters, ask them to re-read the tip sheet and mark any points they remembered incorrectly, or any useful points they did not include. Then revise their letters to include these points, putting all information in their own words.
Know Before You Enroll Tip Sheet

THE ISSUE

As the number of enrollees in job training programs grows, there is concern about these schools' high cost and aggressive marketing. For-profit schools widely market their services on subways and buses, TV and radio, and in community and ethnic newspapers, but many students are unaware of the potential implications of enrolling in a for-profit school or of the free and low-cost education and training programs that are available.

I saw an ad on TV for a two-year school where I could learn graphic design and threw away $25,000 on a worthless diploma. My credits don’t transfer toward a bachelor’s degree, and the school never helped me get the internships and jobs they promised.

Thanks to the City’s Financial Empowerment Centers, I’m paying back my loans and saving to go to CUNY.

– Garvin, Brooklyn

Know Before You Enroll

Visit nyc.gov or call 311 and ask about free and low-cost education and training options and financial counseling.

Know Before You Enroll

Before you take on debt or pay to enroll in a school or training program, do your homework first. Here are 10 important tips to help you protect your money.

1. **Free and low-cost adult education and training options are available.** Visit nyc.gov or call 311 and ask about free and low-cost adult education and job training options. You can attend classes at the Department of Education, City University of New York (CUNY), public libraries, community-based organizations, Workforce1 Career Centers, and more.

2. **If a school or training program sounds too good to be true, it probably is.**

3. **Research, research, research.** Consider multiple schools before deciding which one is right for you. Ask for information on graduation and completion rates, student loan debt, and whether or not the credits you get will transfer to other schools. Sit in on a class, ask to speak to former students who have completed the program, and visit nyc.gov to read reviews from real students in the NYC Training Guide. Ask to see a list of employers that hire graduates, and call those businesses to ask their opinion of the school. You should also research the general field you’re interested in to make sure it’s the right fit and there’s potential for job availability and growth.

4. **Avoid unlicensed schools.** Some schools are operating illegally. If you go to an unlicensed school, you can’t take exams to become licensed in many fields such as nursing. Visit nyc.gov or call the New York State Education Department at (212) 643-4700 or (818) 474-3939 to check if a vocational or trade school is licensed. Remember, even if a school has a license, it might not be well run, so research the school before you sign up. Call 311 or visit nyc.gov to file a complaint about an unlicensed school.

5. **Don’t sign up the day you visit a school.** Before you sign up, you need to understand how much the program will cost and how you will pay for it. Do not make such an important decision on the spot! Take your time, and research the school. Visit nyc.gov for the NYC Training Guide to learn more about specific schools and programs.

6. **Never sign anything you don’t understand.** If a school pressures you to sign a contract or agreement on the spot, walk away. You have the right to bring home important forms so you can read them more carefully and review them with people you trust.

7. **Ask for the school’s tuition cancellation policy in writing.** The policy should describe how you can get a refund if you need to cancel or withdraw. However, once you have signed up, it can be tough to get your money back.

8. **Be careful of taking on a lot of debt.** Some schools charge tens of thousands of dollars. Often, the “financial aid” that is available isn’t free money, but rather loans you have to pay back—with interest. School loans last a long time, and there’s a limit on how much money you can borrow. Loans can also lower your credit score if you don’t pay them back on time. Make sure you understand the terms and will be able to make the payments. Remember that free and low-cost education and training options are available. See tip #1.

9. **Avoid schools that “guarantee employment” after you graduate.** A school can’t guarantee that you’ll get a job when you graduate. Many times, the schools that make these types of promises don’t actually place you in a job.

10. **You have the right to file a complaint.** Did you enroll in a school or training program but didn’t get what you were promised? Call 311 or visit nyc.gov to file a complaint.

Are you in debt from school?
Visit nyc.gov or call 311 and ask for an NYC Financial Empowerment Center, where you can get free one-on-one professional financial counseling.
Job Training Advice Letter

Imagine that your nephew/cousin/friend is planning to enroll in a job training program. Write a letter of advice, explaining what they should do to make sure they choose a high quality program that will help them meet their career goals. In your letter, make sure to use and explain the best pieces of advice you learned from the reading. The letter is started for you below.

Dear ___________________,

I heard that you were planning to enroll in ______________________. I'm excited for you, and I also wanted to offer some advice before you enroll. ____________________________

________________________________________

________________________________________

________________________________________

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________________________________________

I hope you find this advice helpful. Good luck in your job training program!
Developing Questions: Job Training Programs in Community and Social Services*

Students learn about local training programs available for careers in Community Services by researching training websites and discussing their findings.

PREP

- This activity references the previous lesson, Know Before You Enroll. It is recommended that all lessons in the series be done sequentially. If you have not done the previous lesson, you may want to incorporate the Know Before You Enroll tip sheet into this lesson.

MATERIALS

- Computers are recommended for this activity. If not available, use the job training websites listed in the directions below and print out program information to distribute paper copies to students.
- Developing Research Questions for Job Training Programs worksheet
- Job Training Program Research worksheet

EXPLAIN

1 One option for preparing to enter the Community and Social Services workplace is a job training program. Why would someone want to do a job training program instead of going to college?

- It might be less expensive than college, not as much time is required, it prepares participants for a specific job that requires only a short-term training program.

2 Tell students that today they will research job training programs in Community Services, including ones for Personal Training, Waste Management, Cosmetology and Barbering. Before they read about these programs, they are going to brainstorm questions that they might ask when investigating them.

3 Divide the students into groups. Ask groups to brainstorm questions they might ask about a job training program. They may want to recall some of the job training tips from the previous activity as they develop their questions.
Once the brainstorms are complete, have students share their lists of questions with the class. Take notes on the board to create a master list of questions, and add questions they may not have thought about.

Some key questions include:

- What are the program requirements?
- How long is the training program? What is the schedule?
- What will I learn in the training?
- What kinds of jobs does the training prepare people for?
- How much (if anything) does the training program cost? Is there any financial aid available?
- What does the program do to help graduates find jobs?
- What are the job placement rates for graduates?

Distribute the *Developing Research Questions for Job Training Programs* worksheet, and have students write 6 questions from their brainstorm or others they think of that they want answered when they research job training programs.

If students have access to computers, distribute the *Job Training Programs Research* worksheet and let students choose from the following training websites to research a training program:

- American Academy of Personal Trainers*
  [http://aapt.edu/](http://aapt.edu/)
- Empire Beauty School*
  [http://www.empire.edu/](http://www.empire.edu/)
- American Barber Institute*
  [http://abi.edu/](http://abi.edu/)
- Green Jobs Training Program* (Green Cleaning and Waste Management)

Ask students to complete the *Developing Research Questions* sheet. Circulate to help students notice which information is and isn’t on the website.

If computers are not available, distribute paper copies of the job training programs listed above.
DISCUSS

- What did you learn from this research about job training programs (about the programs, possible careers, or how to research a training program)?

- What else would you need to do besides look at the website to be fully informed about the training program?

- What qualities make a good job training program?

- Did you learn about a job training program that was interesting to you? Why or why not?
Developing Research Questions for Job Training Programs

Write six questions you would like answered about your chosen job training program.

1.

2.

3.

4.

5.

6.
**Job Training Program Research**

Now that you have researched your chosen job training program, use the *Know Before You Enroll Tips* to try to determine the quality of the program. For each tip in the left column, discuss how your job training program does or does not measure up and how you determined this.

Job Training Program Name: ____________________________________________________________

Program Location/Company: ___________________________________________________________

<table>
<thead>
<tr>
<th>Know Before You Enroll Tip</th>
<th>How Does My Job Training Program Measure Up?</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1  Free and low-cost adult education and training options are available.</td>
<td></td>
</tr>
<tr>
<td>#4  Avoid unlicensed schools.</td>
<td></td>
</tr>
<tr>
<td>#7  Ask for the school's tuition cancellation policy in writing.</td>
<td></td>
</tr>
<tr>
<td>#9  Avoid schools that “guarantee employment” after you graduate.</td>
<td></td>
</tr>
</tbody>
</table>

Do you consider your job training program to be of high quality? Why or why not?

What additional questions do you have?

Are you interested in this training? If yes, why? If no, how can this research activity assist you in researching training programs in your field?
Peer Specialist Training Program: Howie T. Harp*

Students learn about one of the most well-regarded peer specialist training programs in the country. They do a jig-saw reading, where each group reads about one aspect of the program, then students from each group come together to pool their knowledge into an understanding of the whole. In groups, they answer questions about the whole reading, relying on one another’s understanding.

MATERIALS

- A Brief History of the Peer Support Movement handout
- Howie T. Harp Peer Training Program Application, Parts 1-5
- Howie T. Harp Program Details worksheet

EXPLAIN

1. Ideas about mental illness and addiction have changed over time, as more information has become available and we become more knowledgeable about these issues. With these changes, attitudes toward those effected by mental illness and addictions have also changed. These changes impact not only patients, but their caregivers and all who work for their supportive programs as well.

2. Distribute A Brief History of the Peer Support Movement. Ask students to read it, considering the changes that took place over time. When they are finished reading, they should discuss with a partner how ideas about mental health have changed over time, according to this timeline.

3. Now ask students to share how these changes might have affected people who work with mentally ill patients. Did their work stay the same? Do you think there were more jobs over time? Fewer jobs? How might have their interactions with patients changed?

4. Since the 1970s, the peer support movement has been growing. Increasingly, mental health and wellness providers are realizing that people who have experienced challenges similar to those of their clients, can make strong service providers once trained in support techniques. One especially strong peer training program in New York is the Howie T. Harp Peer Specialist Training Program, started by Howard Geld, who was diagnosed with schizophrenia and manic depression himself.
Having a lived experience of social service can provide insight into clients’ struggles, but that experience alone does not make someone an effective social service provider. Supporting people in need requires training, practice, knowledge and skills development. The Howie T. Harp Peer Training Program is a rigorous program that prepares people living with mental illness to work with clients facing similar struggles.

5 **Jig-saw Reading:** Divide the class into 5 groups. Explain that each group will be assigned one part of the *Howie T. Harp Training Application* to read and annotate. They should underline what they consider to be the most important parts, if they were summarizing it to someone who had not read it. They should then discuss it as a group, and decide which parts are most important to emphasize. They will be asked to share this information with others who have not read this reading.

6 When students are finished annotating, create 5 new groups, where each new group is composed of at least one person from each of the former groups. They should bring their annotated reading to the new group. Distribute the *Howie T. Harp Program Details* worksheet. Together, groups should complete the worksheet. They will need to rely on one another to share aspects of each reading and complete the worksheet collectively.
A Brief History of the Peer Support Movement

1700s Mental health patients are feared, ostracized and put into mental institutions, where they are often mistreated, including the use of violence, restraints and patients’ lack of consent of treatment plans.

Late 1700s Paris, France
Bicetre Hospital becomes known for the caring, ethical, non-violent treatment of mental health patients.

1840s Dorothea Dix advocates for better housing for mental patients, leading to the creation of 32 psychiatric hospitals.

1935 The first large-scale “narcotic farm” opens, based on the idea that those recovering from substance abuse will recover best when they are away from unhealthy temptations. Patients participate in farm activities, such as rearing animals and caring for plants, and participate in sports, though 90% of patients return to drug use once released. It is located in rural Kentucky and some consider it a “narcotic prison.”

1963 President Kennedy signs the Community Mental Health Act, giving rise to outpatient and educational mental health services, and reserving hospitalization for only those patients who pose a threat to others or themselves.

1970s Large mental health hospitals close and mental health patients are released into the general population. They are free from isolation in hospitals, but do not receive the transitional services they need to function well in the general population.

Patients begin to speak out about the mistreatment they received in institutions.

Howard Geld began the New York City Recipients Coalition, a group for mental health patients working to enact political change that would benefit mental health service recipients. He believed that the only way to make lasting change was to change how providers viewed patients, and that the way to do that was to have large numbers of trained social service providers with histories of mental health issues themselves.

1980s Peer specialists begin providing support to mental health, substance abuse and violence survivor populations, using their experiences to help others experiencing similar struggles.

1995 Howie T. Harp Advocacy Center named after Howard Geld, opens in New York City, to train people who have experienced mental illness to work as peer specialists.

Sources:
http://peersforprogress.org/pfp_blog/a-brief-history-of-peer-support-origins/
https://www.thenationalcouncil.org/about/national-mental-health-association/overview/community-mental-health-act/
http://www.communityaccess.org/our-work/educationajobreadiness/howie-the-harp
PART 1

Howie the Harp Advocacy Center (HTH), a peer-run program, prepares people in mental health recovery for employment in Human Services. The award winning HTH Peer Training Program provides an intensive 20-week classroom-based training and 12-week internship to train people in mental health recovery to work as Peer Providers in Human Services.

To apply, applicants must (at a minimum):

• Have a mental health diagnosis
• Have earned a High school diploma (or GED/TASC equivalent) or more
• Be a resident of New York City

We seek applicants with diverse experiences. People with mental health conditions who also have co-experiences such as a history of incarceration, homelessness, military service or identify as LGBT, for example, are strongly encouraged to apply.

Overview and Outcome

Our award winning HTH Peer Training Program provides an intensive 20-week classroom-based training and 12-week internship experience to specifically train people in mental health recovery to work as Peer Providers in Human Services. With full participation and commitment to the program, graduates will be able to:

• Begin a career as a peer provider in Human Services. Learn the skills necessary to choose, get, and keep a job.
• Be an agent of change in mental healthcare. Be able to advocate for the dignity, rights and respect for all people seeking services.
• Advocate for and direct their own wellness and recovery.

The HTH Peer Training Program consists of three parts:

I. 20 week classroom training (approx. 450 hours)
II. 12 week internship (work max. 24 hours per week)
III. Competitive employment obtainment support
PART 2

20-WEEK CLASSROOM TRAINING

Classroom Training Schedule:
- Mon through Thu: 8:30-3pm
- Fri: 8:30-12pm
- Weekends, holidays off

The classroom curriculum is designed to help participants develop in three key areas of workplace effectiveness:

Personal Wellness—The training provides a solid foundation of self-directed recovery tools that every effective employee needs for work/life balance and satisfaction.

Classes include:
- W.R.A.P., 8 Dimensions of Wellness, Nutrition, Stress Reduction and Building Natural Supports.

Professional Development—course topics not only address the how/why of the peer profession (History of the Consumer Movement, The Evolution of the Peer Specialist) but the knowledge, tools and skills that inform a well-rounded practice of Peer provision.

Classes include:
- Stages of Change, Coaching, Goal Setting, Motivational Interviewing/ Active Listening, Intentional Peer Support, Alternatives to Advice Giving, Group Facilitation, Recovery and Spirituality as well as an extensive modules of Cultural Competence and Navigation of various Public Systems.

Work Readiness—These courses offer comprehensive training in obtaining and maintaining employment.

Topics include:
- Cover Letter and Resume Writing, Mock Interviewing, Utilizing Supervision and Writing Progress for Human Services
PART 3

12-WEEK INTERNSHIP*

Upon completion of the classroom training, participants select from, and interview with, a number of internship partner agencies from across the NYC area. These internship partner agencies include:

- In-patient and out-patient hospital settings
- Respite centers
- PROS programs
- Supportive housing
- Mental health wellness/recovery programs
- Alternative to incarceration programs
- Co-occurring service program

Experience may include: group facilitation, wellness coaching, navigating health/benefits systems and advocacy.

Participants work 24 hours per week and receive a $45/week stipend. They also attend a weekly Internship Support Group at HTH to facilitate an optimal learning experience as well as further enhance peer community around employment goals. Internship hours can be used towards the New York State Peer Certification work requirement.

*Note: a select few internship partner agencies require up to 24 week commitment, but students are informed before interviewing for those positions.

Competitive Employment Obtainment Support

Upon completion of the internship, participants move on to the final phase of the program—employment! Each week they attend Career Club and meet with their Career Coach to enhance their employment search. The group camaraderie provides the support to enhance your job search experience. Agencies seeking peer providers often contact us directly for employees—part time and full time positions—which we distribute in these weekly meetings.
PART 4

BENEFITS OF THE HTH TRAINING PROGRAM

Although it is not necessary to attend and complete HTH’s Peer Training Program in order to become a working peer provider, the program offers unique opportunities and benefits that other employment outlets do not offer.

Classroom Instruction
Classes are taught by working professionals. Studying alongside peers, discussions with trainers and staff bring the information alive in real-world ways. And most important to our students—you will not be alone in the process.

Socialization Education (aka Social Curriculum)
Both students and staff work together to secure a safe and functional learning environment. Participants learn to work in a group setting and be part of a team—as workplace skills require.

Supportive Peer Staff
HTH staff provides support throughout the program. As a peer run program, we understand the strengths that peers bring to the recovery process. Our intention ensures that you discover for yourself your greatest asset—personal experience. Participants are assigned a career coach during their first week of training and they work with participants all the way through to employment obtainment and retention.

Annual Graduation
Each October, we celebrate the accomplishments of HTH graduates by providing a graduation ceremony where graduates, invited guests and our program supporters come together for a sit-down luncheon program. Graduates receive certificates of completion; HTH supporters receive recognition and awards. And everyone experiences a great afternoon of community!

Peer Certification Preparation
The New York State Peer Specialist Certification process is a simple, but detailed process. HTH supports participants in obtaining the state certification to increase chances of obtaining employment. Employers say they appreciate the comprehensiveness of the program and have noted how prepared HTH graduates are to contribute to their recovery services.

PEER TRAINING PROGRAM
Based on 20 years of experience, following are the key factors that successful HTH graduates often have in common:

- A strong desire to work (part time or full time)
- A strong desire to work with peers/people in mental health recovery
- Stable/established housing and finances
- Clinical supports and/or personal supports established/in place
- At least 6 months of substance use remission (if applicable)
- At least 6 months of community transition from incarceration (if applicable)

Note: the Peer Certification is a New York State initiative of the Office of Mental Health—Consumer Affairs, separate from the HTH Peer Training Program. For more information about the New York State Peer Certification process/application, please contact:

New York Peer Specialist Certification Board
11 North Pearl Street, Suite 801
Albany, NY 12207
(518) 426-0945 • info@nypeerspecialist.org
http://nypeerspecialist.org

OR: Academy of Peer Services
http://www.academyofpeerservices.org/
PART 5

HTH PEER TRAINING PROGRAM APPLICATION DIRECTIONS

The following components are required to apply to the HTH Peer Training Program:

___ Essay—500 word essay about your interest in attending the HTH Peer Training Program. In your essay, please discuss the follow 3 topics:
   (1) What is the role of a Peer Provider, as you understand it.
   (2) Why you want to become a peer provider.
   (3) What you intend to do after completing the HTH Peer Training Program.

___ Submit a psychiatric evaluation with Axis I diagnosis (completed within the last 6 months) Have pgs. 11-12 completed by a licensed clinician.

___ Copy of highest educational degree completed

___ TWO letters of reference from individuals who know you, your potential in human services and/or your recovery journey. In the letters, these individuals should tell us how long, in what capacity they have known you and why they would recommend you for the HTH Peer Training Program. References from professionals should be on letterhead.

___ Resume (if available) OR outline of work/volunteer history and hobbies/interests

Once you completed all items, please submit at the same time to:

   Howie The Harp Advocacy Center
   2090 Adam Clayton Powell Jr. Boulevard, 12th Floor
   New York, New York 10027
Howie T. Harp Program Details

1. The goal of the Howie T. Harp Advocacy Center is to ____________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. Participants in the Peer Support Training Program become ready to work as peer advocates by
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

3. Below, summarize what participants learn in the ____-week classroom component:
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4. Why are these topics important to people living with mental illness?
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

5. Once participants complete the classroom component, they participate in a _____-week
   __________________________________________________________ component. Describe this part of the program and
   explain why it is important.
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
Howie T. Harp Program Details (pg. 2)

6 Once the classroom component and ___________________________ are complete, participants ___________________________
______________________________
______________________________
______________________________

7 The final step in working as a Peer Support Specialist is getting certified. Where can you go to find out about the certification process?

A. 
B. 
C. 

8 If someone is interested in participating in the Howie T. Harp training program, what do they need to do to enroll?

A. 
B. 
C. 
D. 
E.
Now that students have been exposed to many careers and are developing preferences, they will begin to wonder, how can I work in this field? CUNY offers dozens of certificate and degree programs in Community and Social Services. Students do not need to choose one immediately, but should become comfortable learning how to research them.

**ACTIVITIES IN THIS SERIES**

5.1 • **Researching CUNY Degree and Certificate Programs in Community and Social Services**

5.2 • **Understanding Degree Program Requirements**

5.3 • **CUNY Certificates: Certified Alcohol and Substance Abuse Counselor and Certified Personal Trainer**

5.4 • **How Do I Enroll in CUNY?**
Background on CUNY*

The City University of New York has campuses in all five New York City boroughs. It is comprised of 24 colleges in total, offering Associate's, Bachelor's, Master's, Doctoral and Professional degrees, in addition to Certificate programs. Degree programs are offered through the college's academic departments. Certificate programs are generally offered through the Continuing Education departments.

CUNY COMMUNITY COLLEGES

CUNY's community colleges, also known as 2-year colleges, include the Borough of Manhattan Community College, Bronx Community College, Guttman Community College, Hostos Community College, Kingsborough Community College, LaGuardia Community College and Queensborough Community College. These colleges offer Associate's degrees and Certificates. Many adult education students enter degree programs through CUNY's community colleges.

CUNY SENIOR COLLEGES

CUNY's senior colleges include Baruch College, Brooklyn College, Queens College, York College, The City College of New York, Lehman College, Hunter College and John Jay College of Criminal Justice. All of these offer Bachelor's degrees. Medgar Evers College, New York City College of Technology and the College of Staten Island offer Bachelor's and Associate's degrees.
Understanding Degrees vs. Certificates

Most CUNY colleges* offer both certificate and degree programs. Following are some of the main distinctions.

 WHAT ARE DEGREES AND CERTIFICATES?

College degrees require several years of study and include coursework in a student’s major as well as foundational coursework in subjects like English, Math and Science. Degree programs require that students have high school or equivalent diplomas, be accepted for admission to the college, and pass placement exams before enrolling in courses for credit. Most Associate’s degrees require 60-65 credits.

Certificate programs vary in their requirements and details. Some are credit-bearing, while others are not. Most require a high school or equivalent diploma, but some do not. Some certificate credits earned may transfer into a degree program if students decide to pursue a degree at a later date. Some lead to licensure, which may have requirements of its own, such as legal residency.

 HOW CAN I PAY FOR DEGREES AND CERTIFICATES?*

The tuition for degree programs is a flat rate for full-time students, those who take 12 or more credits per semester. Part-time students, those who take fewer than 12 credits per semester, are charged a rate per credit hour. Students who receive Financial Aid from the federal and/or state governments can use these grants toward tuition. Other sources of financial support for degree programs include loans and scholarships. CUNY also offers a payment plan allowing students to pay tuition in installments.

The college’s Financial Aid cannot be used for non-degree programs. Financial support for Certificate programs include other government grants, loans and scholarships. Public Assistance grants can be used toward many Certificate programs.

Some students who are not eligible for federal or state Financial Aid may be eligible for scholarships specifically intended for them, such as in the case of undocumented students.
WHICH IS BETTER, DEGREE OR CERTIFICATE?

Both are valid and useful forms of education. Students need to assess their own situations and career goals in order to decide which is right for them. They should consider:

- How much time they can devote to education, on a weekly basis and in total numbers of years.
- What kind of career they are interested in preparing for.
- How much money they can spend on education, including paying out of pocket, using payment plans, or financial aid if eligible. The college websites list tuition charges as well as information on applying for financial aid, scholarships and payment plans.
- If they are willing to take on the sometimes lengthy process of applying for scholarships, including writing personal essays.
- How much weight the credential (degree or certificate) carries in the labor market, in particular, if it is required or beneficial for the career they want to pursue.
Researching CUNY Degree and Certificate Programs in Community and Social Services*

Students practice using a college website to locate degree and certificate programs in Community and Social Services, then choose one degree program to research in further detail.

PREP

• Go to the Bronx Community College (BCC)* website, www.bcc.cuny.edu. Under the Academics tab at the top of the page, click on Academic Degree Programs from the drop-down menu. Read the descriptions of the majors that lead to Community and Social Service degrees, such as Liberal Arts and Sciences: Human Services, Liberal Arts and Sciences: International Studies, Liberal Arts and Sciences: Psychology, Exercise Science and Kinesiology and any others you think belong in the Community and Social Services sector.

• In the left-hand bar, click on Workforce/Community Programs, then Workforce and Economic Development, then on the PDF of the Course Catalog, and read about courses that pertain to Community and Social Services, such as Starting Your Own Business and Exploring Fitness as a Career.

• Be prepared to discuss the terms: college major, college degree, certificates and credential. (See previous pages for definitions.)

• Write the URL for Bronx Community College on the board:

  www.bcc.cuny.edu

MATERIALS

• This session requires use of a computer lab.

• Community and Social Service Majors and Certificates at Bronx Community College worksheet

• Exploring a College Degree in Community and Social Services worksheet

VOCABULARY

college major
college degree
certificates
credential
EXPLAIN

1. Colleges and universities generally offer a number of different programs that culminate in students earning certificates, Associate's degrees and Bachelor's degrees, among others. **What are the big differences between these programs?**
   - Amount of time in program, cost, level of credential, depth of study, courses offered.

2. **What is the difference between a college major and a college degree?**
   - A major is the subject, program or area of study. A degree is the credential you earn when you complete the program (Bachelor's, Associate's, Master's, etc.).

3. In many, though not all fields a degree is considered a higher level credential than a certificate but some careers do not require more than a certificate, so both are important to consider. Some jobs in the Community and Social Service fields require a degree or certificate. Today you're going to explore the Community and Social Service programs that Bronx Community College offers.

4. Distribute *Community and Social Services Majors and Certificates at Bronx Community College* worksheet. Ask students to navigate to the college’s website (written on the board), then click on Academics, then Academic Degree Programs, and identify majors in the Community and Social Services fields and write them on the worksheet.

5. Ask students to navigate back to the website's main page, then Workforce/Community Programs, then Workforce and Economic Development, and download the PDF of the Course Catalog. Ask students to identify certificates that prepare students for careers in Community and Social Services, and write them on the worksheet.

6. Discuss the experience of using the website. Was it easy to navigate? Difficult? What helped you find what you were looking for?

7. When choosing a program, it's important to find out in-depth information about exactly what you will be studying. We're going to explore one degree program more in-depth: The Associate's of Applied Science (A.A.S.) in Human Services. Ask students to navigate to the description of this degree.

8. Distribute *Exploring a College Degree in Human Services* worksheet. Ask students to complete the worksheet based on the information in the description of the A.A.S. in Human Services degree program.
Community and Social Service Majors and Certificates at Bronx Community College

Use the college website to find majors and certificates in Community and Social Services offered at the college. For college majors that lead to degrees, look under the Academics section of the website. For certificate programs, look in the Continuing Education Department. List a minimum of 8 in total.

College Website: www.bcc.cuny.edu

MAJORS LEADING TO DEGREES IN COMMUNITY OR SOCIAL SERVICES

1. 
2. 
3. 
4. 

Describe where on the college website you found this information:

CERTIFICATES IN COMMUNITY OR SOCIAL SERVICES

1. 
2. 
3. 
4. 

Describe where on the college website you found this information:
Exploring College Degree in Human Services

Use the Bronx Community College website (www.bcc.cuny.edu) to read about the Human Services major, then paraphrase the information you find to complete the questions below. Make sure your answers are in your own words.

1. What is the name of the major?

2. What type of degree is it (Associate’s of Science, for example)?

3. Name four careers this degree prepares students for.
   1.  
   2.  
   3.  
   4. 

4. How many credits can you earn in this program?

5. Which academic department is this major a part of?

6. Is there an internship, placement, or practice portion of this program? Explain.

7. Write about one part of the program that sounds interesting to you and explain why. Write about one part that sounds like it might be challenging for you and explain why.

8. Students who earn an A.A.S. in Human Services from Bronx Community College are eligible to take advantage of the Articulation Agreement the college has with _____________ College and _____________ College. This means that students who pursue Bachelor’s degrees in Human Services at one of these two colleges can have all of their credits transferred. Why is it beneficial to students to take advantage of an Articulation Agreement?
Understanding Degree Program Requirements*

Students read a description of a sample Social Services major and identify the roles of various general education requirements within the overall course of study. Requirements of majors at other colleges may be organized differently from those at CUNY.

PREP

- Researching college degrees involves learning about which courses are required of which majors. Every major has course requirements. Some requirements specify a particular course; other requirements allow students to choose from several related courses. Most students are required to take two semesters of English composition. Other requirements may include Math, Science, Humanities, Social Sciences, Foreign Languages and/or Arts courses. Sometimes students have difficulty understanding the relevance of general education requirements to their major.

- Requirements for majors are divided into two main areas—Curriculum (or Major) Requirements, which are the courses that relate directly to the major; and General Education requirements, which are divided into two parts: Required Core and Flexible Core requirements. Course requirements of the major are usually outlined in the description of the major in the Academics section of the college website. See the description of the Human Services major at Bronx Community College on the next page as an example.

- Read the Human Services description in the Bronx Community College website, and practice navigating there from the Academics area of the BCC website.

MATERIALS

- This session requires use of a computer lab.
- Understanding Degree Program Requirements worksheet
EXPLAIN

1 Today we’re going to practice navigating a college website to learn how to identify the courses required for a given major. We’re going to use Human Services as a sample major. In the future, you will be able to research a major or certificate that you are interested in, using your skill in navigating college websites.

What do you think the Human Services major is all about?
> The major prepares students to work with clients who need supports with issues such as poverty, aging, housing or mental wellness.

2 What courses do you think are required for this major?

3 Write BCC.cuny.edu on the board and have students navigate there, circulating to make sure they are all on the correct page. Then ask them to click on Academics, then Academic Degree Programs, then find and click on the A. A. S. in Human Services. Make sure that students are not on the Liberal Arts and Sciences—Human Services major, which is different.

4 Explain that the major requirements come in two parts: curriculum requirements and general education requirements. General education requirements are further divided into core and flexible core requirements. Curriculum requirements are the courses that directly relate to the major or career. Core and flexible core requirements are courses that students in this and other majors take across a variety of departments, many of which prepare students for further study in their major area.

5 Ask students to read the description of the major and identify some of the tasks they think might be required of people who work in the field of Human Services. Write their responses on the board.

They might say things like: counsel people who are looking for jobs or struggling with addictions or connect people to public benefits, such as food stamps.

6 Divide students into groups of three.

Ask each group to navigate to the Academics section of the BCC website, then Academic Resources, then click on the College Catalog. They will need to read the course descriptions in the catalog to answer the questions on the worksheet.

Distribute the Understanding Degree Program Requirements worksheet and ask students to complete it using the course descriptions.
HUMAN SERVICES
Associate in Applied Sciences Degree | Career Program | Department of Social Sciences

The Human Services curriculum prepares students for entry-level career positions in a variety of human services occupations. Students interested in transferring to a four-year college to major in Social Work after completing their studies at BCC should see the program description for the Human Services Option of the Liberal Arts and Sciences Associate in Arts, AA.

The AAS curriculum prepares students for employment as mental health aides, group residence workers, neighborhood outreach workers, social case work assistants, geriatric counselors, assistant probation officers and other similar positions. Employment opportunities exist in such areas as day care, mental health, social services, aging, rehabilitation of the disabled, group and community work at the public and private level.

Graduates are prepared to pursue further education at senior colleges leading to a baccalaureate degree in several professional areas including social work, gerontology, juvenile justice, psychology, sociology, education and counseling. Human Services students are required to participate in two Human Services field work internships which provide supervised learning experiences in work situations. Students learn to apply theoretical material from the classroom and test career choices in the real world.

The degree articulates with SUNY Empire State College and Boricua College. Students are encouraged to visit the Transfer Planning web site for more information.

Curriculum Coordinator: Professor Gregory Cobb

HUMAN SERVICES CURRICULUM (PATHWAYS)
60 Credits required for AAS Degree

Required Core
A. English Composition
   • ENG 10 Fundamentals of Composition and Rhetoric OR ENG 11 Composition and Rhetoric I (3 Credits)
   • ENG 12 Composition and Rhetoric II OR
     ENG 14 Written Composition and Prose Fiction OR
     ENG 15 Written Composition and Drama OR
     ENG 16 Written Composition and Poetry (3 Credits)
B. Mathematical and Quantitative Reasoning
   • MTH 21 Survey of Mathematics I OR
     MTH 23 Probability and Statistics (3 Credits)
C. Life and Physical Sciences
   • BIO 21 The Human Body (4 Credits)

SUBTOTAL 13

Flexible Core
A. World Cultures and Global Issues
   • SOC 11 Sociology (3 Credits)
   • HIS 10 or History of the Modern World OR
     HIS 11 Introduction to the Modern World (3 Credits)
B. U.S. Experience in its Diversity
   • POL 11 American National Government (3 Credits)
C. Creative Expression
   • ART 11 Introduction to Art History OR
     ART 12 Introduction to Art History: Africa, the Americas, Asia and the Middle East OR
     MUS 11 Introduction to Music OR
     MUS 12 Introduction to Music: A Multi-Cultural Survey of World Music (3 Credits)
D. Individual and Society
   • PSY 11 Introduction to Psychology (3 Credits)

SUBTOTAL 15

Major Requirements
• COMM 11 Fundamentals of Interpersonal Communication OR COMM 20 Public Speaking and Critical Listening (3 Credits)
• HLT 91 Critical Issues in Health (2 Credits)
• HSC 10 Human Services and Social Welfare Institutions (3 Credits)
• HSC 11 Case Management (3 Credits)
• HSC 12 Human Services Skills and Methods (3 Credits)
• HSC 91 Fieldwork and Seminar in Human Services I (3 Credits)
• HSC 92 Fieldwork and Seminar in Human Services II (3 Credits)
• PSY 31 Abnormal Psychology (3 Credits)
• PSY 40 Life Span Development (3 Credits)
• SOC 35 Introduction to Social Work (3 Credits)
• SOC 37 Social Inequity (3 Credits)

SUBTOTAL 32

PREP: Human Services description at the Bronx Community College
Understanding Degree Program Requirements*

Read the Human Services description on the BCC website, www.bcc.cuny.edu.* For each course listed, click on the link to read more, then reach your own conclusions about how each course is relevant to Human Services students to answer the questions below.

1. **English Composition**: How will the required English courses help Human Services professionals?
   *Read the course descriptions on p. 205 of the College Catalog to answer this question.*

2. **Mathematical and Quantitative Reasoning**: Why do Social Service professionals need to use math?
   *Read the course descriptions on p. 223 of the College Catalog to answer this question.*

3. **Life and Physical Sciences**: Why do you think this course is required?
   *Read the course descriptions on p. 187 of the College Catalog to answer this question.*
4. What do students do in HSC 11 and why is it required?
*Use the course description on p. 216.*

5. What do students do in HSC 91 and why is it required?
*Use the course description on p. 216.*

6. Having learned about the Human Services major, is this a career you would consider pursuing? Why or why not?
Program Description: Human Services major at the Bronx Community College

Human Services
Social Sciences

HSC 10  3 rec 3 cr

Human Services and Social Welfare Institutions
Introduces the student to the foundations and influences of social welfare policy and the human services movement. Social welfare institutions and societal response to human needs will be examined. The course will discuss the influences of political, social and cultural factors upon past and present approaches to meeting the needs of individuals, families, groups and communities.

Corequisites: ENG 2 or RDL 2 if required and PSY 11 or SOC 11
Flexible Core - U.S. Experience in its Diversity

HSC 11  3 rec 3 cr

Introduction to Case Management
Addresses the complex situation of children and adolescents who require long-term assistance and whose needs fall along a continuum of care. Objective is to facilitate and ensure the effective delivery of service by improving the "fit" between client capacity and demands of the environment. Includes focus on crisis intervention with regard to child abuse, family violence, substance abuse, HIV and AIDS and teenage pregnancy.

Prerequisite: HSC 10, PSY 11, SOC 11

HSC 12  3 rec 3 cr

Human Services Skills and Methods
This course introduces students to essential skills, techniques and methods necessary for success in the field of human services. The course will help students transfer knowledge gained in the classroom to future practice and fieldwork placements. Students will become acquainted with the methods and skills used in the human service field to assist clients on an individual basis (micro-level) or in larger group settings (mezzo-level). Counseling approaches used to assist clients from culturally diverse backgrounds will be explored. Advocacy techniques which aid clients who are receiving inadequate services from public assistance agencies will be discussed.

Prerequisite or Corequisite: HSC 10

HSC 91  2 rec 14 hrs field work 3 cr

Field Work and Seminar in Human Services I
Supervised fieldwork at a community social agency to provide practical human service skill development in the diagnosis, treatment and evaluation of individual, family, group and institutional problems. Weekly seminars are designed to assure that skills and values are being appropriately integrated.

Prerequisites: PSY 11, SOC 11, HSC 12
and permission of department
Prerequisites or Corequisites: ENG 10 or ENG 11, HSC 11, SOC 35

HSC 92  2 rec 14 hrs field work 3 cr

Field Work and Seminar in Human Services II
Supervised fieldwork at a community social agency to provide practical human service skill development in the diagnosis, treatment and evaluation of individual, family, group and institutional problems. Weekly seminars to assure that skills and values are being appropriately integrated.

Prerequisite: HSC 91 and permission of department

Italian
Modern Languages

ITAL 23  3 rec 3 cr

Dante's Divine Comedy
The course will introduce Dante's Divine Comedy and will cover a selection of cantos from Inferno, Purgatorio and Paradiso. Through readings, oral reports and written assignments students will explore historical, literary, cultural and political themes which will provide a backdrop of the Commedia. Course will be conducted in English.

Corequisites: ENG 2 and RDL 2 if required
Flexible Core - Creative Expression

ITAL 111  3 rec, 1 conf/rec 3 cr

Beginning Italian I
This introductory language course is designed for beginners of Italian. This course is not for native or heritage speakers of Italian. Development in listening, speaking, reading and writing skills. Introduction to basic vocabulary and grammatical structures. Use of textual materials and multimedia on Italian cultural themes. Use of instructional technology.

Flexible Core - World Cultures and Global Issues

CUNY Certificates: Certified Alcohol and Substance Abuse Counselor (CASAC) And Certified Personal Trainer*

Having researched degree programs, students will now learn about certificate programs by reading descriptions of two Community and Social Service certificates offered at several CUNY campuses and developing questions based on what they read.

MATERIALS

- Alcoholism and Substance Abuse Counselor (CASAC) Certificate at Medgar Evers College* handout
- Certified Personal Trainer Certificate at Bronx Community College* handout

The fliers included in this lesson outline these certificate programs. There may be differences in requirements and program details in similar certificate programs at different colleges, so researching individual programs is always recommended.

EXPLAIN

1. Certificate programs can be credit-bearing or not, require one semester or many semesters of study, may be open to diploma-holders only or may be open to those have not yet earned diplomas. There is a lot of variation in certificate programs. In CUNY, they are housed in the Continuing Education departments.* As the needs of industries change, colleges are adding and updating certificate programs all the time. The most up-to-date information can be found through the Continuing Education offices of each campus.

2. We are going to look at two certificate programs that are offered at several CUNY colleges. Descriptions of certificate programs are usually less detailed than descriptions of degree programs are, so after reading the certificate program descriptions, you will develop questions you have about the program.
3 We will read first about the CASAC certificate program. According to the New York State Department of Health, 12% of adolescent and adult New Yorkers, or 1.9 million users, struggle with alcohol and drug abuse. Alcohol and drug abuse is often connected to homelessness, mental illness, violence and even suicide. People interested in working in this field receive state licenses after undergoing training and providing supervised counseling to users. Several CUNY campuses offer the CASAC certificate which can lead to licensing after an exam and a set number of supervised work hours.

4 Another CUNY certificate program we’ll look at is Certified Personal Trainer, which is offered in the Continuing Education departments of several CUNY colleges. The growth of an aging population and media attention on preventive healthcare make personal trainers one of the fastest growing occupations nationwide. Personal Trainers are energetic, enjoy physical activity, like working with and motivating people, and have an entrepreneurial spirit, meaning they’re good at selling things, including their own skills, and managing their own time.

5 Distribute the Alcoholism and Substance Abuse Counselor (CASAC) Certificate at Medgar Evers College* program description. Ask students to read it and consider any questions they would have about entering the program.

6 Distribute the Certified Personal Trainer Certificate at Bronx Community College* program description and ask students to consider questions they would have about entering this program.

7 Ask students to choose one of the two certificate programs, and write five questions they might have about entering one of these programs.
Alcoholism and Substance Abuse Counselor (CASAC) Certificate at Medgar Evers College*


The CASAC Certificate program at Medgar Evers College is for counselors, social workers, and other health care professionals. The 350 hour program covers the full range of knowledge, skills and professional techniques related to becoming a Credentialed Alcoholism and Substance Abuse Counselor.

Upon successful completion of the CASAC Certificate program, students are CASAC-T (CASAC Trainees) and eligible to begin their 6,000 supervised work hours required of Substance Abuse Counselor licensing. In order to become licensed, candidates must complete 350 hours of coursework, 6,000 hours of supervised substance abuse counseling and pass the ICRC Alcohol and Drug Counselor (ADC) Exam which is offered by New York State weekly.

Courses are typically scheduled on a Monday and Wednesday (and/or) Tuesday and Thursday frequency, from 6–9pm and some Saturdays from 11:00am–3:00pm.

**Program Accredited by:** New York State Office of Alcoholism and Substance Abuse Services (OASAS), http://oasas.ny.gov/

**Entry Requirements:** Student must be 18 years old, have a HS Diploma or HSE and be a resident of NYS.

**Full Program Tuition:** $4510
### COURSES

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<tr>
<th>COURSES</th>
<th>OASAS Sect</th>
<th>Clock Hours</th>
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<tr>
<td>Drugs 101. Basic Knowledge of Addictions</td>
<td>Sect 1</td>
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<tr>
<td>Advanced Study of Alcoholism. Drug Addiction</td>
<td>+(Sect 1)</td>
<td>30</td>
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<tr>
<td>Intervention and Treatment Approaches</td>
<td>Sect 1</td>
<td>30</td>
</tr>
<tr>
<td>Mandatory Four Hours of Tobacco Cessation (online, no tuition)</td>
<td>Sect 1</td>
<td>04</td>
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<tr>
<td>Alcohol. Drug Counseling with Diverse Populations</td>
<td>Sect 2</td>
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<td>Individual Therapy in Addictions Counseling</td>
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<td>Group Therapy in Addictions Counseling</td>
<td>Sect 2</td>
<td>30</td>
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<td>Alcohol. Drug Effects on Families. Significant Others</td>
<td>Sect 2</td>
<td>24</td>
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<tr>
<td>Theories of Human Growth and Development</td>
<td>Sect 2</td>
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<tr>
<td>Health Wellness in Addictions Counseling</td>
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<tr>
<td>Assessment and Evaluation in Addictions Counseling</td>
<td>Sect 3</td>
<td>24</td>
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<tr>
<td>Treatment Planning, Client Record Keeping. Discharge Planning</td>
<td>Sect 3</td>
<td>24</td>
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<tr>
<td>Case Management Referral &amp; Service Coordination</td>
<td>Sect 3</td>
<td>24</td>
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<tr>
<td>Ethical Issues Specific to Substance Use and Abuse Disorder</td>
<td>Sect 4</td>
<td>45</td>
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<tr>
<td>Child Abuse Training (Online, no tuition)</td>
<td>Sect 4</td>
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### Class Schedule

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<th>Days</th>
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<tr>
<td>CASAC</td>
<td>HC-PD600</td>
<td>Tue, Wed, Thu, Sat</td>
<td>6pm–9pm 10am–2pm</td>
<td>Begins Feb 13</td>
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</table>

**Instructors:** Ms. Ronda Marrimon, Ms. Danielle Benoit-Coutard
Certified Personal Trainer at Bronx Community College*

Following is a description of the Certified Personal Trainer certificate program offered by Bronx Community College’s Continuing Education department. Similar courses are offered at other CUNY colleges.

| HOURS: 62 | CODE: GES120 | TYPE: Career Training Program | FEES: $995.00 USD |

Are you an energetic, fitness-conscious person looking for an in-demand career in a high-paying field? ABC NEWS.com and Fortune Magazine rank “personal fitness trainer” as the fourth hottest job in the United States—and right now there’s a shortage of personal trainers, so it’s a great time to enter this field.

This program blends the best of academic and hands-on training, offering:

- 15 hours of online theory in the comfort of your own home
- 15 hours of practical “hands-on” training over a four-day period
- 30 hours of internship to give you real-world experience

In these lessons, you’ll master the fundamentals of biomechanics, exercise physiology, fitness testing, equipment use, and health assessment. When you successfully complete all of your course requirements and the necessary CPR/AED first aid training, you’ll receive your nationally-recognized World Instructor Training School (W.I.T.S.) Personal Trainer Certification—a certification that can open the door to a great career in the fitness field.

Your W.I.T.S. certification will show employers that you’re skilled, knowledgeable, and committed to excellence in your career. W.I.T.S. is the only major certifying body in the country providing comprehensive practical training and internships. It is an approved CEU provider for the Board of Certification for Athletic Trainers (BOC), the American Occupational Therapy Association (AOTA), the National Certification Board for Therapeutic Massage & Bodywork (NCBTMB), Veterans’ Training and Education, and the International Association of Continuing Education and Training (IACET).

Upon registering, you’re given twelve months to complete this program.

How Do I Enroll in CUNY?*

**CERTIFICATES**

CUNY certificate programs are administered through the colleges’ Continuing Education departments. Students should contact the college’s Continuing Education office to determine if there are any prerequisites, as well as the cost, schedule, location, deadlines and other pertinent information. Many programs require a high school diploma or equivalency as a prerequisite, but some, such as home health aide, do not.

In addition to the programs that CUNY offers, there are a range of low-cost or free short-term certificate programs in New York City offered at community-based organizations.

**DEGREES**

Once students have received a high school diploma or equivalent, they may apply to a CUNY college. They should research which college they want to attend, in order to find the best fit for their needs and interests. Once they are accepted, they will take placement exams in Reading, Writing and Math, which will determine whether they are placed into credit or developmental (remedial) courses. Students who need remediation should consider enrolling in CUNY Start or CLIP to improve basic skills at a low cost.

**STEP 1:** Research programs and colleges

There are many factors to consider when researching a college program, such as:

- *Does it offer the major I am interested in?*
- *Where is the college located and how will I get there?*
- *Can I afford the tuition, either through payment, financial aid or scholarships?*
- *Are classes offered at times that work for me?*
- *How much time will I need to devote to attending classes, commuting and class preparation, including reading, completing assignments, group projects, and preparing for exams?*

**STEP 2:** (May be concurrent to Step 1) Earn high school or equivalent diploma.

**STEP 3:** Apply to CUNY through the college’s Admission Office, known as Direct Admit, or online through the college website. CUNY does not ask students about their legal residency status.

*RAENs will provide regional adaptations.*
**STEP 4:** Apply for Financial Aid—Pell, the federal grant and TAP, the New York State grant, through the website, www.fafsa.gov

**STEP 5:** Once accepted, take **CUNY placement exams** in Reading, Writing and Math.

**STEP 6:** If remediation is required, enroll in CLIP or CUNY Start.

The CUNY Language Immersion Program is for students who are non-native English speakers and need to improve their reading and writing in English before enrolling in credit-bearing college courses.

CUNY Start is for fluent English speakers who need to improve reading, writing or math skills before enrolling in credit-bearing courses.

**STEP 7:** Attend New Student Orientations.
Special Programs

Beginning college can be overwhelming to many new students. The following CUNY programs provide students with smaller settings and more individual attention, academic support, such as instructional immersion and tutoring, financial support, such as contributing to tuition, travel expenses and book costs, and personal and academic advisement.

LOW COST PROGRAMS FOR STUDENTS WITH REMEDIAL NEEDS

**CLIP (CUNY Language Immersion Program)**—An intensive English as a Second Language (ESL) program for CUNY students who need to improve their academic English language skills. Classes meet five hours a day, five days a week, in day or evening sessions in all five boroughs.

**CUNY Start**—Provides intensive preparation in academic reading, writing, math, and advisement. An academic program with social supports, CUNY Start helps students prepare for college level courses and re-take placement exams in Reading, Writing and Math.

FINANCIAL AND ACADEMIC SUPPORTS FOR DEGREE STUDENTS

**ASAP (Accelerated Studies in Associate’s Programs)**—Helps associate degree students earn their degrees as quickly as possible, ideally within three years. ASAP includes a consolidated block schedule, cohorts by major, small class size, and requires full-time study. It also includes tuition waivers for financial aid-eligible students, textbook assistance, and monthly MetroCards.

**College Discovery**—Available to financially eligible students, College Discovery offers a pre-college summer program, tutoring, counseling and advisement, tuition assistance, book and materials stipends.

The above programs are university-wide programs. Individual CUNY colleges offer additional programs. Representatives are often available to present on panels or to classes.
Professional Licenses in the Community and Social Services Fields: Discussion and Teacher Resource

Students learn about professional licenses, including what sorts of careers require them, why they are required and how to obtain them. This activity includes a short discussion and is not intended to be a full skills development activity. Rather, it is intended to enrich class discussions about careers in the Community and Social Services sectors that require licenses. The reading is included as a teacher resource.

PREP

Read Professional Licensing and Certification in the U.S.

EXPLAIN

1. Some careers require professional licenses. What is a professional license?

   ◀ A professional license is a credential granted by the state that shows that the license-holder has undergone training and experience and has the skills necessary to perform his or her job effectively.

2. Ask students to work in pairs to list careers that they think require licenses. Then ask them to share their lists with the class and write some of their responses on the board.

   ◀ For example: Teacher, Plumber, Chef, Engineer, Medical Doctor, Lawyer, Social Worker, Accountant.

3. Ask students why they think certain careers require licenses and others don’t.

   ◀ Professions that have the potential to cause harm to others are governed by state professional agencies in order to create a standard for how the public will be served and kept safe. For example, medical doctors are responsible for healing the sick or preventing disease; Engineers are responsible for making sure buildings and other structures are safe for those who build them, use them or are near them; Teachers are responsible for the wellbeing and development of children. These professionals are entrusted by state agencies to keep their users safe.
What are some professions in the Community and Social Services fields that you think require licenses? Explain why you think a state license is required.

- Social Workers, Alcohol and Substance Abuse Counselors, Fitness Instructors.

What is generally required to obtain a professional license?

- **Education**: Usually a set number of education and training hours by a state-approved program.

- **Supervised Work Experience**: Candidates for licensure are generally required to work a set number of hours under the supervision of a licensed professional in the field, so that once they are licensed they are experienced at their job.

- **State Exam**: Passing a state exam is required for most professional licenses. Often there is a fee to take the exam.

- **Renewal**: Most professional licenses must be renewed every few years. Some may require ongoing continuing education in order to stay current with changes in the field.

- **Fees**: There is usually a fee to obtain an initial license and to renew a license.

- **Residency**: Some licenses require New York State or United States legal residency.
Professional Licensing and Certification in the U.S.

Adapted from http://www.wes.org/info/licensing.asp

Many professional occupations in the U.S. are “regulated”, which means that obtaining some form of state-issued license or professional certification is necessary in order to practice the profession. The licensing or certification process can often be lengthy and expensive, but can be a worthwhile investment that can lead to a better job, higher salary and the opportunity to practice in your field of training.

WHAT IS THE DIFFERENCE BETWEEN LICENSING AND CERTIFICATION?

While licensure and certification are overseen by different authorities and have different purposes, they are similar in many ways. Licensing is a mandatory credentialing process established by a state government board. Certification is a voluntary credentialing process by a non-governmental, private professional association. In some cases, professional certification is a requirement for employment, even when a state license is not necessary.

Note: Do not confuse the word “certification”, which is a credential that demonstrates your professional qualifications, with a “certificate” that you might receive upon completion of an academic or continuing education program.

CONSIDERING LICENSING OR CERTIFICATION

It is important to understand three key points:

- **The Process Requires a Substantial Commitment**: Pursuing licensing or certification is a challenging endeavor that may require a great deal of time, commitment and expense. Licensing or certification in some fields can take years, requiring extensive testing, academic study, and/or a period of supervised work experience or internship.

- **Careful Research is Necessary**: Licensing requirements vary widely between states. Professional boards are responsible for setting their own standards and procedures in individual states. This can mean that the path to licensing may be easier in some places than in others. Always check with the specific licensing or certification board and take the time to learn all the relevant rules and procedures.

- **There are Alternatives to Licensing**: There may be opportunities to practice the profession on a more limited basis—or to pursue alternate careers in a related field—without having to obtain a license of certification. More information about Non-Licensed Professional Careers can be found at http://www.wes.org/info/licaltern.asp
Volunteering Pays Off

In the following lesson, students brainstorm ways to get a job, then read about volunteering as a pathway to employment and career opportunities.

**MATERIALS**

- Job application form picture
- *Proof that Volunteering Pays Off* article
- *Tips for Turning a Volunteer Job into a Full-time Job* article (optional)
- A computer with projector is helpful but not necessary

**EXPLAIN**

1. Project or distribute the Job Application form picture, and ask students: what are some good ways you know of to get a job? Have students discuss their responses.

2. Today, you are going to read about one way to get a job that most people don’t think about right away: volunteering.

3. Distribute the *Proof that Volunteering Pays Off* article and ask students to annotate important ideas, along with things that interest or surprise them, and any questions they might have. After reading and annotating, students should discuss the article with a partner, sharing their annotations.

4. When pairs are finished, discuss the article and students’ responses to it.
   - What did the study say about volunteering? Was it surprising to you? Why or why not?
   - What are some reasons why volunteering can help people get a job? Can you think of any other reasons?
   - What are some things to think about before you get a volunteer job?
   - Are there any downsides to volunteering?
   - Would volunteering work as a strategy for you?

5. Have students write an exit ticket (written response they must turn in before leaving class) reflecting on the following questions:
   - Do you think that volunteering would be a good path to a career for you? Why or why not?
   - What kind of company or organization would you like to volunteer with? What kinds of skills would you want to practice or learn in your volunteer job?

6. If students would like more information, distribute *Tips for Turning a Volunteer Job into a Full-time Job*. 

45 MINUTES

**respond to**

**text in Writing**
Discuss with a Partner

What are some good ways that you know of to get a job?
Proof That Volunteering Pays Off for Job Hunters

By Nancy Collamer

Adapted from http://www.forbes.com/sites/nextavenue/2013/06/24/proof-that-volunteering-pays-off-for-job-hunters/#3b383dbc3c6c

The Corporation for National and Community Service, a federal agency that promotes volunteerism, tracked more than 70,000 jobless people between 2002 and 2012 and found that those who volunteered had a 27% better chance of finding a job than those who didn’t.

Why Volunteering Can Help You Get Hired

One reason, according to the authors of the study “Volunteering as a Pathway to Employment”: acquiring skills or knowledge as a volunteer and then putting them to use may “demonstrate higher levels of capacity, potentially making the volunteer more attractive to and productive for employers.”

The report’s link between volunteering and getting a job was supported by a new study from the Center for Economic and Policy Research, a progressive think tank. The study—“Does it Pay to Volunteer?”—found that unemployed people who volunteered between 20 and 99 hours during the year were roughly 7% more likely to have found employment one year later compared to those who didn’t volunteer.
A Boost for the Long-Term Unemployed

While these results are important for all job seekers, they’re especially welcome news for the nation’s 4.4 million long-term unemployed (those out of work for at least six months); the average duration of unemployment for job seekers 55 and older is just over 13 months, according to AARP. That’s because the longer you’re unemployed, the weaker your social networks tend to be and the harder it then becomes to get a referral.

As a career coach, I’ve seen many examples of volunteering’s benefits for the unemployed, but even I was surprised by this research. I knew it was valuable for job seekers, but 27% more valuable? That’s impressive.

The Job-Search Technique with Maximum Impact

I can’t think of a single job-search strategy that’s been proven to have that much impact. There are numerous reasons why volunteering can be so beneficial to your job hunt, in addition to the one noted in the Corporation for National and Community Service’s report. Employers like to hire people who can demonstrate that they’re motivated and hard-working, even if they haven’t been getting paid for their efforts lately. Volunteering can also provide you with an insider’s advantage if the nonprofit has an opening for a paid position.

Two Big Benefits of Volunteering

But of all the many employment-related benefits of volunteering, I think two stand out most:

Volunteering helps lift job seekers’ spirits by making them feel needed and productive. That’s an important psychological benefit for people dealing with a prolonged job search. As I’ve written before, keeping a positive mindset is arguably the single most critical element of success for finding work.

I’ll never forget the time I spoke at a job-search support group and heard someone say: “I’ve been unemployed for a year and I’m feeling very discouraged. The one thing that has kept me sane is my volunteer job with EMS. I volunteer once a week and when I’m out in that ambulance, I’m just like everyone else. My services are needed and I’m able to make a difference. Seeing someone lying on a stretcher reminds me that my life isn’t so bad after all. I always feel better about myself after I volunteer.”

Volunteering lets you expand your network of contacts easily and effectively. Finding a job these days is all about networking. And when you volunteer, you gain access to people you might not otherwise meet, creating opportunities to develop positive relationships outside a traditional work environment. Those
contacts could be people who might ultimately hire you or who could refer you to others with job openings.

But as valuable as volunteering is, it’s important to remember that some types of unpaid work at nonprofits are better than others for securing your next paid job.

**Volunteer Work That Can Help You Most**

So before you sign up to volunteer, I’d like to offer three pointers:

1. **Find the right fit.**
   Many of us agree to help out because a friend asks and we feel obligated. But don’t volunteer by default. Seek out meaningful volunteer jobs that will provide you with new contacts, skills or expertise closely aligned with your professional goals.

2. **Treat your volunteer job like a paid job.**
   Even if you provide assistance for only a few hours each week, it’s important to demonstrate professionalism and a serious commitment.

   Look for opportunities to take on assignments with greater responsibilities, like leadership roles or board positions.

   Don’t forget to connect with your volunteer network on LinkedIn, just as you would with work colleagues and remember to incorporate your unpaid nonprofit duties into your LinkedIn profile and resume.

3. **Put the expertise and skills you have to use.**
   When you’re older and more mature, you have plenty of knowledge and talents to share, so take advantage of your age. Nonprofits are grateful when you can help them do things they either don’t know how to do or don’t have time to do, like project management, fundraising and strategic planning.

Taking on this type of work as a volunteer is a win-win strategy for all involved. The organization gets the benefit of your unique abilities and you’ll rack up new accomplishments to talk about during your next job interview, which just might lead to an offer.

*Nancy Collamer, M.S., is a career coach, speaker and author of Second-Act Careers: 50+ Ways to Profit From Your Passions During Semi-Retirement. Her website is MyLifestyleCareer.com; on Twitter she is @NancyCollamer.*
Tips for Turning a Volunteer Job into a Full-Time Position

Matt Villano, Monster Contributing Writer

Adapted from http://www.monster.com/career-advice/article/volunteer-to-full-time-employment

To fill time between jobs or explore other fields, many people are finding that a volunteer job—especially in the nonprofit sector—can sometimes lead to permanent, salaried employment.

“People think the only way to land a full-time position is through traditional means,” says Becky Lunders, president of teamWorks, a leadership development consulting firm in Rohnert Park, California. “The truth is that especially in the world of nonprofits, there are many other avenues one can take.”

Perhaps nobody knows this better than Barbara Abbott of San Francisco. After being out of the workforce for nearly a decade caring for her children, Abbott decided in 2007 to get involved again.

But rather than look for a full-time corporate management job like she had before, she changed careers and took a volunteer position in the development office of the San Francisco Food Bank. There, she created a database of donors and organized a special project relating to local adopt-a-pantry efforts. In March 2008, when a full-time position opened to lead the nonprofit’s food resources initiatives, Abbott’s experiences made her a perfect fit.

“The first day I volunteered here, I never thought I’d end up with a full-time job,” she says. “Looking back, though, it seems that was a sensible way to make an impression and get in.”

Patience and Professionalism

While Abbott moved from volunteer work to full-time within 18 months, it can take others much longer to make the switch.

“Be patient,” says Lunders, who advises volunteers on how to parlay their volunteer work experience into full-time jobs. “Every organization is different, and even if they want to hire you on the spot, they may not be able to do so until money in the budget opens up.”

Lunders tells volunteers to make themselves invaluable by taking on enough responsibility for higher-ups to notice. Plus, she says volunteers should give their unpaid job the same level of respect they’d give a paying gig.

Nancy Delaney, community engagement manager for Boston-based Oxfam America, learned this firsthand: She volunteered for two years before being hired full-time 11 years ago. Early in her volunteer career, Delaney pitched in with everything, including filing, data entry, cold calling and handling donor relations.
Over time, her bosses began tossing more responsibilities her way. After a year or so, she says she stopped feeling like a volunteer.

“People started seeing me as more than just a competent resource and really depended on me to get things done,” she says. “I wasn’t doing it on purpose, but by helping out in so many different ways, I actually made myself indispensable.”

The volunteer experience also gave Delaney insight into what full-time employment at Oxfam entailed, so that when she came aboard full-time, there was virtually no learning curve.

**Potential Pitfalls**
Volunteer work with a nonprofit isn’t always a one-way ticket to full-time employment.

One of the biggest reasons so many volunteers aren’t considered for full-time work is ego, says Lunders, who also advises nonprofits on how to groom volunteers into paying leadership roles.

“When a volunteer comes in and purposely tries to overshadow staff people -- almost tries to position themselves as the one who knows everything -- that’s not good,” she says. “It’s important for volunteers to know their place, operate within the system and understand precisely what is and is not appropriate.”

Grumbling about the financial realities of volunteering could also disqualify volunteers from being considered for a full-time job.

By nature, volunteer jobs don’t pay (though some offer nonmonetary perks). Delaney says if you agree to volunteer at a nonprofit, it’s a good idea to keep quiet about the cash situation until you’re in a position that pays.

“Finances are a sensitive subject for a lot of people,” she says. “If you’re the kind of person who needs to earn money from the beginning, maybe taking the volunteer route isn’t for you.”

It’s critical to volunteer for organizations whose core set of values you share. The San Francisco Food Bank was ideal for Abbott, because she had always strived to help feed the hungry in her hometown.

Prospective volunteers should also find out precisely what sort of tasks their responsibilities would entail, and then ask themselves if they would be comfortable doing these sorts of activities in the short-term for long-term gain, Abbot says.

“This strategy definitely isn’t one-size-fits-all,” she says. “But when it works, it’s great.”

**Go from Volunteer to Employee**
Volunteering is a great way to get yourself considered for full-time employment. Here are three tips about how to do it right:

- **Work Hard:**
  The only way higher-ups will consider moving you from volunteer work to full-time employment is if they see they can’t live without you.

- **Be Serious:**
  Taking pride in your work goes a long way. When it comes time to hire new workers, those same people will remember your professionalism.

- **Be Up Front:**
  If your goal is full-time work, tell your boss. Armed with this knowledge, she might fast-track you to a paid position.
Internships, Field Placements and Apprenticeships in Community and Social Services

Using a jigsaw reading strategy, students will learn about internships, field placements and apprenticeships in Community and Social Service careers. Then the class will discuss the similarities and differences between the different opportunities and consider how one might choose the right opportunity for them.

PREP

- Be prepared to discuss vocabulary: internship, apprenticeship, field placement
- *My Talking Points* handouts cut in half

MATERIALS

- *Internships in Community and Social Services* handout
- *Apprenticeships in Community Services* handout
- *Field Education in Social Work* handout
- *Americorps and CUNY Service Corp* handout*
- *My Talking Points* handouts

EXPLAIN

1 Many people with lifelong careers in Community and Social Services began by volunteering or landing an internship with a community organization or city agency. How do you think an internship is different from a volunteer job? (It’s ok if they don’t know.)

> An intern is someone explicitly hired to be developed into a worker in the industry. There are significant expectations placed upon interns and they generally receive guidance from an experienced worker.

2 Since working in Community and Social Services requires a passion for helping people, internships can be an important step in gaining experience and discovering if the industry is right for you. These opportunities can act as a bridge into fulfilling careers, and there are many different kinds of
internship opportunities for those who are learning about the CSS field and trying to gain experience. Today we’re going to learn about a few different kinds of opportunities and talk about how someone might choose the right opportunity for them. Even if you are not interested in a career in Community and Social Services, internship and apprenticeship opportunities are often available and valued in many different careers and industries.

3 Divide students into four groups and distribute one reading and a Talking Points handout to each group.

4 Your group is going to learn about one kind of career opportunity common in the Community and Social Service industry. Then you will join another group to teach them about what you learned. You’ll need to take notes about what you’ve read and discussed with your group, so that you can feel comfortable talking about what you learned to classmates outside of your first group. You can use the worksheet to write down talking points that will help you remember what you want to share about your new knowledge.

5 Talking points are usually written as key words, short phrases or a sentence that will help you remember an idea you want to talk about. You may take more thorough notes on a separate piece of paper, but then summarize those notes into talking points. Talking points are helpful when you have to give a presentation. If you write very detailed notes, you might get confused while presenting or it might appear that you are reading from a script. Talking points are a tool that can help you remember the main points you want to talk about.

6 First you’ll read and annotate the article, then discuss it as a group. What kinds of things are you going to want to discuss with your group?

   › The main idea, what’s important, new terms, information that might be useful to students, anything surprising or interesting, any questions you might have.

7 Give students time to read, discuss, and write their talking points.

8 When students are finished, divide them into new groups that include one member from each original group. Ask each new member of the group to take turns teaching each other about what they learned in their original group using their talking points. Groups should feel free to discuss the new information with each other and ask each other questions. Students should take notes on the similarities and differences between the different kinds of opportunities.

9 When students are finished, have a brief discussion about why someone might choose a volunteer or internship opportunity as opposed to applying for a permanent position right away.
MY TALKING POINTS

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MY TALKING POINTS

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Internships

Adapted from https://www.thebalance.com/what-is-an-internship-1986729

An internship is an opportunity offered by employers, both in the non-profit and for-profit sectors, usually to students or recent graduates interested in an industry. An intern works at the company for a fixed period of time, usually three to six months.

Some students will have a part-time internship, where they work at the company or organization for just a few days or hours a week. Others will have full-time internships, meaning they work the same hours as the company’s full-time employees.

Internships can be any time of the year, including over the summer and during the regular semester.

**Why Are Internships Important?**

Internships offer students and recent graduates a hands-on opportunity to work in their desired field. They learn how their course of study applies to the real world and build valuable experience that makes them stronger candidates for jobs after graduation.

An internship can be an excellent way to “try out” a certain career. For instance, you may think you want a fast-paced job in advertising after college, but after an internship, you may find that it’s not for you; that’s valuable insight that will help you choose your career path.

In some colleges, internships also count towards course credit. This is dependent on your individual school’s requirements, but usually a three-month long internship counts as a full course credit.

**Who Can Be an Intern?**

Interns are usually college or graduate students or recent graduates of degree programs. While interns are usually older students, like juniors or seniors, freshman and sophomores can seek out internships as well. Having several internships while in college can be very impressive to potential employers.

**What Do Interns Do?**

The daily tasks of an intern can vary widely, even within the same industry. It is largely dependent on the organization itself. In some internships, you may do mainly administrative tasks or run errands. But in others, you will be an important part of team, making substantial contributions.
Will I Be Paid?
Unpaid internships are common, but there are plenty of paid internships too. Whether or not you will get a wage depends on your industry and role. For instance, editorial interns are rarely paid, while engineering students almost always are. If you can afford it, an unpaid internship can still be an extremely beneficial experience. You can get serious work experience, build a portfolio and establish a network of professional contacts which can help you after you graduate.

Will I Be Offered a Job?
Some companies do extend full-time job offers to interns, though this is not guaranteed and is the exception rather than the norm. To better your chances of this happening, be proactive in your work, pay attention to detail, be willing to listen and take criticism and volunteer for special projects. Positioning yourself as a hardworking, reliable worker puts you in good standing for consideration. If the organization is not hiring at the time your internship ends, do not be disappointed or think it’s a reflection of your work. It’s often simply a budgeting issue, especially in the nonprofit world where organizations rely on grant money to operate. You can still probably count on them for a glowing reference, which you can leverage when applying for jobs later on.

Internships in Community and Social Services
Many people with lifelong careers in Community and Social Services got their start through volunteering or through an internship with an organization in their city or community. Many community-based organizations (CBOs) hire interns who are interested in becoming community organizers, human service workers, recreation specialists, and many other positions within the field.

Civil Service Internships
New York City and many other cities offer internship programs in various fields including many in Community and Social Services. Interns work with city agencies or in a CBO the city has established a partnership with. Some examples of internship programs through the City of New York are Civic Corps, The NYC Service Fellowship, and City Service Corps. Some civil service internships require applicants to be currently attending college or have recently graduated, while others are open to all applicants with a high school diploma or HSE diploma. Each internship has its own unique application requirements. Visit www1.nyc.gov/jobs to learn more about internship opportunities through the city.
**Field Education in Social Work**

Adapted from [https://socialworklicensemap.com/social-work-internships/](https://socialworklicensemap.com/social-work-internships/) and [https://sowkweb.usc.edu/master-of-social-work/msw-degree/field-education](https://sowkweb.usc.edu/master-of-social-work/msw-degree/field-education)

**Real-World Experience**

In order to become a licensed social worker, you must complete a Masters of Social Work (MSW) degree program at an accredited college or university and fulfill certain requirements of their state’s social work licensing board. All MSW programs require students to complete part of their education working a kind of internship for which they receive college credit called field education or a field placement. Field education is an integral part of any MSW degree program, providing students the opportunity to apply what they learn in the classroom and work with real-life clients under the supervision of an experienced social worker. Community agencies and other work environments act as learning laboratories, giving students valuable exposure to the full range of functions, responsibilities, challenges and opportunities today’s social workers experience. Interning within an agency allows students to observe and participate in providing direct services to clients using different methods of intervention and assessing, developing and evaluating services that address the needs of a community. While these internships build on previous life and work experience, the goal is to help you develop new areas of professional competence.

MSW programs require students to complete their social work internship within their local community, and MSW programs work to place students with suitable agencies. Typical internship settings include social service organizations, government agencies, hospitals, schools and businesses that focus on human services. Working under the guidance of professional social workers, interns gain hands-on experience in case management, assessment, evaluation and treatment of clients. Students may also be given the opportunity to develop and evaluate services that address the needs of the community.

While many field placements in social work are unpaid, some offer stipends or a small salary.

MSW programs provide two types of field education experiences: In the first year, students complete an internship that provides general orientation to the profession; during the second year, students complete an experience that focuses on a subject matter or audience specific to their interest and study.

If you’re considering earning an MSW, remember that social work field education is a required component for accredited master’s programs, and MSW programs are responsible for placing students in internships. Only choose an MSW program that fully supports field education as a keystone of the curriculum and recognizes field education as an important tool for preparing you to become an advanced professional social worker.
Apprenticeships in Community Services

Adapted from http://www.beautyschool.com/articles/cosmetology-apprentice

What is Apprenticeship?
Apprenticeship is a combination of on-the-job training and related instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Apprenticeship programs can be sponsored by individual employers, joint employer and labor groups, and/or employer associations.

Apprenticeships can be a valuable part of preparation for many vocational careers. One such community service career is hair styling and cosmetology. An apprenticeship should be part of any hair or cosmetology school education as students need to be able to see skills performed in a professional setting and mentorship is important when working with actual clients.

The Benefits of a Hair or Cosmetology Apprenticeship
Hair and cosmetology apprenticeships differ, depending on the apprenticeship location. Most people who go through an apprenticeship will start by simply observing professionals at work. Apprentices may help with certain aspects of the business, like front desk or reception duties, and will assist salon professionals as needed.

Hair and cosmetology apprenticeships are an extremely hands-on approach to learning. Students are completely immersed in the field from day one rather
than mixing hands-on training with classroom work. Students at a general cosmetology school often have to log time on classroom education and book reading before progressing to a level in which they are working or helping in a salon. On the other hand, a cosmetology apprentice who doesn’t have access to the classroom and cosmetology theory education will likely need to obtain study materials and work through traditional textbooks on their own time to help prepare for the cosmetology license exam.

**Apprenticeships and Cosmetology School**
Many cosmetology schools require some form of hair or cosmetology apprenticeship before graduation, since it is so important to have hands-on education before entering the field. Students who receive a full cosmetology education before becoming apprentices often have an advantage since their studies have already provided them with a baseline of knowledge that they can utilize in a professional setting.

**Cosmetology Apprenticeship Fees**
The cost of becoming a cosmetology apprentice will vary depending on the state and salon in which you enroll in the apprenticeship program. Typically, the cosmetology apprentice will pay for their own salon tools and educational materials. Depending on their duties and responsibilities, the apprentice can actually be considered a full-time salon employee and earn a wage for their services.

**State Cosmetology Apprenticeship Requirements**
Different states have different apprenticeship requirements based on their state cosmetology boards and vary with regards to time, length and hours. For example, while some states only require one year of apprenticeship and 1,500 hours to take the exam, others require 1.5–2 years and upward of 3,000 hours to do the same. This information can be found by researching your state’s cosmetology license requirements online.

**Finding an Apprenticeship**
The most challenging part of becoming a cosmetology apprentice is usually finding an apprenticeship. When you contact your state’s cosmetology board, ask them about potential cosmetology or hair apprenticeships. Many will have a list of professional salons and individuals who are willing to supervise apprentices.
AmeriCorps and CUNY Service Corps*

Adapted from https://en.wikipedia.org/wiki/AmeriCorps
http://www.nationalservice.gov/programs/americorps;
http://www1.cuny.edu/sites/servicecorps/

AmeriCorps
AmeriCorps is a volunteer public service work program with the goal of “helping others and meeting critical needs in the community.” AmeriCorps members commit to full-time or part-time positions offered by a network of nonprofit community organizations and public agencies, to fulfill assignments in the fields of education, public safety, health care, and environmental protection.

The program first became operational in 1994 and has expanded over time, with over 80,000 members participating annually as of 2012. Members may be provided modest financial compensation in the form of cost-of-living allowances, student loan deferment, Public Service Loan Forgiveness, and the Americorps Education Award which may be used to pay for college or graduate studies or to pay off existing student loans. Other benefits include professional skill development and work experience. An internal study found that participation in AmeriCorps strengthened attitudes about helping others, making members more likely to choose careers in public service.

AmeriCorps members can choose to join one of three different AmeriCorps programs depending on which area of focus they’d like to work on, for example, community education, alleviating poverty, or providing aid after natural disasters. AmeriCorps members can apply for positions in their own community and in other areas of the country.

CUNY Service Corps*
In 2013, in response to neighborhood needs that came to light after Hurricane Sandy, CUNY launched a Service Corps focused on providing students with paid work experience in civic-oriented jobs in community-based organizations (CBOs) and government agencies while providing city organizations and

Photo: www.nationalservice.gov
residents with needed support. The CUNY Service Corps mobilizes CUNY students, faculty and staff to work on projects that improve the short and long-term civic, economic and environmental sustainability of New York City.

The program’s innovative model, with goals of promoting civic responsibility among CUNY students while also preparing them for career success, enhances students’ service experiences with pre-service training and a monthly support program. Service placements last twenty-four weeks over the Fall and Spring semesters. Members work 12 hours per week over the program year. Corps members are paid $12/hour, and in some instances earn college credit.

The Service Corps prioritizes student development. Students in the program benefit from one-on-one advisement from their campus-based managers, peer-to-peer support from other Corps members, as well as participation in a pre-service and monthly training series and special program events.

The program is organized around themes that represent both opportunity and need. These are:

- A Healthier City
- A More Resilient and Greener City
- A Better Educated City
- An Economically Stronger City
“I learned that those disqualifications were qualifications.”

— Bob Potter, Howie T. Harp Peer Specialist Graduate, Home Health Data Manager