

5 FAST FACTS

Building Capacity for Summer Employment

1

Summer employment enables students to maintain and extend work skills learned during the school year; however, most students with extensive support needs (i.e., intellectual disability, autism, multiple disabilities) do not participate in summer employment.

2

Transition personnel have reported numerous barriers to providing summer employment for students with extensive support needs related to staffing, transportation, job availability, parent support, scheduling, and student motivation.

3

Communities can build capacity for summer employment by engaging teachers, students, parents, businesses, and other community members in activities that resolve existing barriers.

4

Activities for building capacity may include educating the community about the positive impact of hiring students with disabilities, partnering with businesses during the school year to provide work experiences, participating in chamber of commerce meetings to learn about local business needs, creating a community resource map, and holding community conversation events to identify summer employment options.

5

Students with extensive support needs are more likely to have a summer job if they participate in spring work experiences and have teachers who expect them to acquire summer employment. Using these practices may increase the likelihood of students obtaining a summer job.

This fact sheet was developed by the Illinois Center for Transition and Work at the University of Illinois Urbana-Champaign through a contract with the Illinois State Board of Education. Information presented may not reflect the position or policy of the Illinois State Board of Education.

