

# inside **BERKS** business



Educate • Advocate • End Abuse

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Safe Berks

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# What is iBb?

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**“inside Berks business” is a program that enables educators to get an inside look at local businesses and better understand what careers are available to their students upon graduation.**

**By engaging in this program I was able to enhance my job readiness unit, to better to address more specific, necessary skills into my lessons.**

# Safe Berks



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Safe berks is an agency that provides a safe haven to victims of domestic Violence and Sexual assault. They advocate and educate in the community to raise awareness towards their goal of ending abuse.

Services provided include:

- Crisis Services
- Counseling Services
- Legal Services
- Residential Services
- Community outreach
- Systems advocacy

# Educational Skill requirements of New hires

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- Safe Berks has a wide array of jobs available:

- Housekeepers
- Receptionist
- Legal councilors
- Accounting
- Educators
- Counselors/advocates
- And many more!

Entry Level: \$14-16 an hour

Supervisory roles: 40,000 – 55,000

# Summary of Business experience

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## Day 1:

- Job shadowing
- Visit to the court house
  - Tour
  - Court Room Observations
  - Safe Berks Legal services overview
- Board Meeting

## Day 2:

- Job Shadowing
- STOP team meeting

## Day 4:

- Marketing overview
- Funding discussion
- Business meeting

## Day 3:

- Finding Jenn's Voice (video)
- Job Shadowing
- Visit to community center

# Safe Berks greatest Assets

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- Community involvement:
  - Safe Berks has a number of different community entities to work with
    - Law enforcement
    - Local businesses
    - Colleges
    - High Schools
- They have an incredible and DEDICATED staff!

# Technology used by Safe Berks

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- Telephone Hot lines
- Patient record system
- Computer

# Safe Berks greatest Challenge

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- Identity

- Name change
- Services offered
  - Not just for Women
  - Legal services
  - Counseling
  - Safe house

- Creating a Solution:

- Advertising
- More community involvement
- Local news
- Website

# Skills for students

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- Communication
- Basic computer skills
- Multitasking
- Ability to work as a team
- Confidentiality
- Patience

# Abstract #1

## Research presentation (English Skills 11-12)

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**Career: 13.1.11.B** Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

**English: CC.1.4.11–12.V** Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

**Activity:** Students will create a research project based on local companies and job opportunities for them when they exit high school. They need to do extensive research about the community, and create a presentation or paper that details their findings and how it has affected what they want to do after high school. The students will be able to choose a company based on their own interests. They will be able to use this as part of their transition services, as well as writing/research instruction.

## Abstract #2

### Transition (Study Skills 9-12)

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**Career: 13.1.11.B** Analyze career options based on personal interests, abilities, aptitudes, achievements and goals.

**English: CC.1.4.11–12.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

**Activity:** I want to have my caseload students reflect on their schooling so far, and how their performance has helped them prepare for finding a career after high school. I want them to take that reflection and create a goal for themselves to be used in the transition section of their IEP.