

From Experience to Opportunity: Identifying Transferable Skills in Rural Communities

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BARRIER: LANGUAGE LOSS

- English-only instruction
 - Language replacement leads to loss of foundational language structure
 - In past, enforced with violence
- Students who do not speak English fluently are more likely to be misdiagnosed as having a speech or language impairment
- Destruction of Native languages from genocidal policies
- Three-generation model of language loss

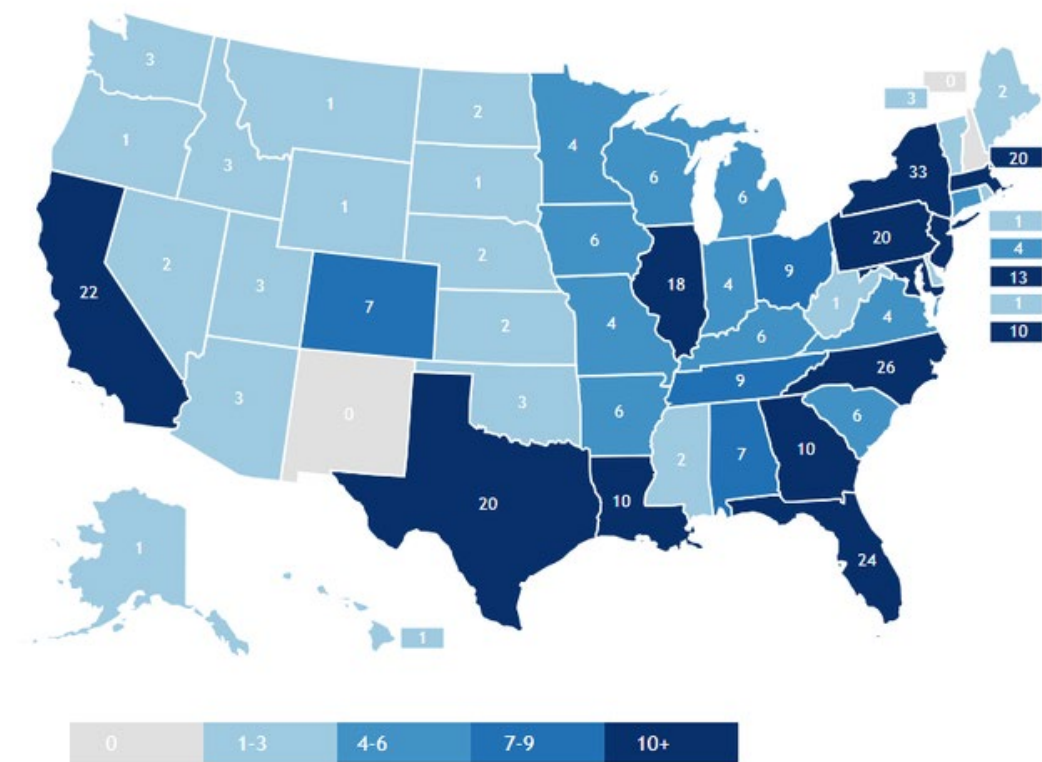
BARRIER: HOME EXPECTATIONS

- Protection vs. Dignity of Risk
- Family commitments
 - Cultural influence on earning college degrees
- Deprioritizing work outside the home
- Predetermined career choices

BARRIER: RESOURCES

- Transportation
- Job Availability
- Education - ThinkCollege
- Independent Living Opportunities

ThinkCollege Opportunities by State



BRIDGES: CULTURAL RETENTION DISCUSSION

- Jenny is active in her Pueblo's cultural events. She dances, builds ovens, makes bread, and helps sell her family's jewelry.
- Joseph has been going to church his whole life. He has been an acolyte, an usher, and helps out at events such as funerals and fundraisers.

How would you add these experiences to a resume?

What other questions would you ask?

BRIDGE: HOME SKILLS DISCUSSION

- Erna helps take care of her great-grandmother by feeding her, getting her wheelchair ready, and pushing her around in her wheelchair.
- Benny has cut down trees, chopped wood, fenced, and done ditch work.
- Robin takes out the trash, does laundry, and helps in the garden.

How would you add these experiences to a resume?

What other questions would you ask?

EXAMPLE FOLLOWUP QUESTIONS

- What tools do you know how to use?
- When did you start learning this?
- Can you drive standard?
- What do you like and dislike about this experience?
- Can you do this alone?
- What does your family think about your career choice?

BRIDGES: RESOURCEFULNESS

- Barriers are not new: innovation is happening
- Carpooling
- Creating Work-Based Learning opportunities with NMDVR
- Job Coaching

ACTIVITY!

In pairs or small groups, ask and document responses to the following:

1. When you were age 14 to 18, were you living in a rural or urban environment?
2. What chores or tasks were expected of you?
3. What skills did you build from these experiences?
4. How did these experiences prepare you for your current life?

CONCLUSIONS

- Family involvement is crucial, even if they are unable to be present when you are working with clients
- Be willing to dig! Go beyond, “Have you volunteered anywhere?”
- Validate home and cultural experiences by relating them to skills employers look for.

Questions?

Comments?



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