

EMPLOYMENT FIRST FLORIDA TOOLKIT

A GUIDE FOR JOB SEEKERS

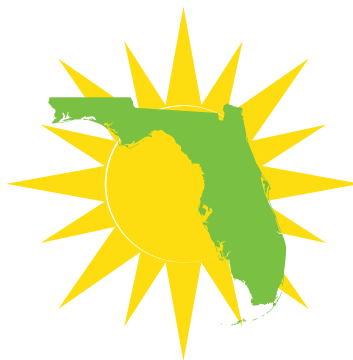


**EASY READ
LEVEL 1**



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Employment First
FLORIDA



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ABOUT THIS TOOLKIT

What is it?



This “toolkit” is a guide that will help people with intellectual and developmental disabilities (I/DD) get and keep jobs.

This Easy Read version of the toolkit is based on work done by the Association of People Supporting Employment First (APSE). It is also based on the Employment First Collaborative Training Toolkit developed by The Center for Social Capital with help from The Florida Developmental Disabilities Council.

There are 2 versions of this toolkit in Easy Read: Level 1 and 2. Level 1 is a more accessible reading level.

Who is it for?

- ***People with I/DD who are receiving employment services.***
- ***People who work for agencies or organizations that help people with I/DD get jobs.***

ABOUT THIS TOOLKIT

What does it do?

- *Helps people with I/DD assess how well their job services provider is using best practices.*
- *Talks about important topics in job services training.*

This document often uses the term “job services.” People who provide job services are called a job services provider and help job seekers with:

- *Planning for jobs (career planning).*
- *Finding jobs (job development).*
- *Job coaching (job training and support).*
- *Advancing in jobs (career advancement).*

A career in job services is best learned by actually “doing” the work. On-the-job experience is the best teacher.

CORE COMPETENCIES AND DOMAINS

The topics covered here are called “Core Competencies.” They are the basic ideas that someone working as a job services provider should master.

2 groups helped identify the Core Competencies.

- ***Association of People Supporting Employment First (APSE)***
- ***Association of Community Rehabilitation Educators (ACRE)***

The toolkit is organized into 5 areas called “Domains.”

Each Domain has its own Core Competencies.

Think about the job services you are receiving.

In the next pages, score each area using the rating provided: POOR, FAIR or GOOD. Each rating has examples under it to help you decide.

If the score is not GOOD, think about the suggested next steps for improvement in that area.

GUIDE TO DOMAINS AND CORE COMPETENCIES

See Score Cards on Following Pages

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SCORE CARD

DOMAIN 1: VALUES AND PRACTICES

Right to Work

Offer community employment as the first option to all people seeking services.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They tell me I am not ready to work.

☐

FAIR

They sometimes support employment as the first option for me, but they could do more.

☐

GOOD

They will help me get a job right away.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

- Advocate for myself and my right to work.
- Explain that, with the right supports, I can succeed at a job.
- Explain that I don't need to meet a goal before I can work.
- Explain that on-the-job training is best for me.

If the job services are not improved:

Look for other services or supports that will help me find a job.



SCORE CARD

DOMAIN 1: VALUES AND PRACTICES

Respect and Language

Treat job seekers with respect, and use words to describe job seekers that focus on the person, not the disability.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They are disrespectful to me and do not use People First language.

☐

FAIR

They sometimes use People First language, but they could do better.

☐

GOOD

They always treat me with respect and use People First language.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

If the job services are not improved:

Look for other services or supports that will treat me with respect.

- Make sure the job services provider is not bossy or controlling

- Advocate for People First language.
- Advocate for respect in all areas.



SCORE CARD

DOMAIN 1: VALUES AND PRACTICES

Helping Job Seekers Help Themselves

Involve the job seeker as much as possible and design services to fit each person.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

I am not included in my job search, and I have no job choices.

☐

FAIR

I may not be included in my job search, and I have few job choices.

☐

GOOD

I am included in my own job search, and I make my own job choices.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

• Advocate to be involved in my own job search.

• Make sure the job services meet my unique needs.

• Stay involved in tasks like developing a resumé.

If the job services are not improved:

Find other services or supports that will involve me more.



SCORE CARD

DOMAIN 1: VALUES AND PRACTICES

Community Work

Offer jobs within the community instead of workshop jobs or programs run by the job services provider's organization.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

I am only offered workshop jobs paid by the job service.

☐

FAIR

I am sometimes offered community jobs, but usually workshop jobs.

☐

GOOD

I am offered jobs in my own community.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

- Advocate for job opportunities in my own community.

- Make sure I am always paid by my employer and not by the job services provider's organization.

If the job services are not improved:

Find other services or supports that will support paid community work.



SCORE CARD

DOMAIN 1: VALUES AND PRACTICES

Laws and Regulations

Understand the history of job support as well as laws and rules that apply to providing job services.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They do not understand how employment laws and rules affect me.

☐

FAIR

They sometimes do not understand how employment laws and rules affect me.

☐

GOOD

They are up-to-date and they understand how employment laws and rules affect me.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

If the job services are not improved:

Look for other services or supports that have good knowledge of laws and rules.

- Advocate for job services provider to learn more about laws and rules that affect me.
- Make sure I am always provided with a way to suggest improvements.



SCORE CARD

DOMAIN 1: VALUES AND PRACTICES

Funding

Find and use all available sources of funding for both services and the job seeker.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?



POOR

They have few sources of funding and do not help me find funding for my own use.



FAIR

They are not creative about finding new funding sources.



GOOD

They have many sources of funding and help me find funding for my own use.



DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

- Ask the job services provider to expand where they look for funding.

- Ask the job services provider to help me find funds for my own use.

If the job services are not improved:

Find other services or supports that work harder to find funding.



SCORE CARD

DOMAIN 2: INDIVIDUALIZED ASSESSMENT AND PLANNING

Disclosure

Not reveal (“disclose”) a job seeker’s disability unless it is necessary and the job seeker approves.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They are careless in their approach to disclosure.

☐

FAIR

Sometimes they are careless in their approach to disclosure.

☐

GOOD

They are careful in their approach to disclosure and include me in decisions.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

Advocate for the job services provider to learn more about disclosure and to check with me first before revealing information about my disability.

If the job services are not improved:

Find other services or supports that are careful about disclosure.



SCORE CARD

DOMAIN 2: INDIVIDUALIZED ASSESSMENT AND PLANNING

School-to-Work Transition

Provide a smooth transition to jobs and adult services.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They are not focused on school-to-work transition.

☐

FAIR

They know about school-to-work transition but could do more for me.

☐

GOOD

They are focused on transition and try to help me leave school with a paid job.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

If the job services are not improved:

Look for other services or supports that support school-to-work transition.

- Advocate to be involved in planning for school-to-work transition.
- Ask for job supports even before I am out of school.



SCORE CARD

DOMAIN 2: INDIVIDUALIZED ASSESSMENT AND PLANNING

Fast Connection to the Working World

Connect job seekers with opportunities quickly and never tell job seekers they are “not ready.”

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?



POOR

They tell me I am not “ready” for work and slow down my career plans.



FAIR

They say I need to learn some things before they start my job search.



GOOD

They work fast and they involve me in job planning to get me working quickly.



DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

- Advocate to be quickly connected to job opportunities.

- Advocate to be included in my own job planning.

If the job services are not improved:

Find other services or supports that will help me connect with job opportunities quickly.



SCORE CARD

DOMAIN 2: INDIVIDUALIZED ASSESSMENT AND PLANNING

Assessments Unique to Each Job Seeker

Provide individual assessments of job seekers and their skills.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?



POOR

They use the same assessment tool for everyone.



FAIR

They use just a few assessment tools, and the tools often do not apply to me.



GOOD

They always use assessment tools that are unique to me.



DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

Advocate for assessment tools that are unique to me.

If the job services are not improved:

Find other services or supports that will use assessments suited to me.



SCORE CARD

DOMAIN 2: INDIVIDUALIZED ASSESSMENT AND PLANNING

Many Methods of Assessment Used

Use different ways of measuring a job seeker's interests, strengths, and needs.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?



POOR

They use poor assessment tools and do not learn about me.



FAIR

Some of their assessment tools are poor, and they do not always learn about me.



GOOD

They use many different assessment tools and focus on me and my goals.



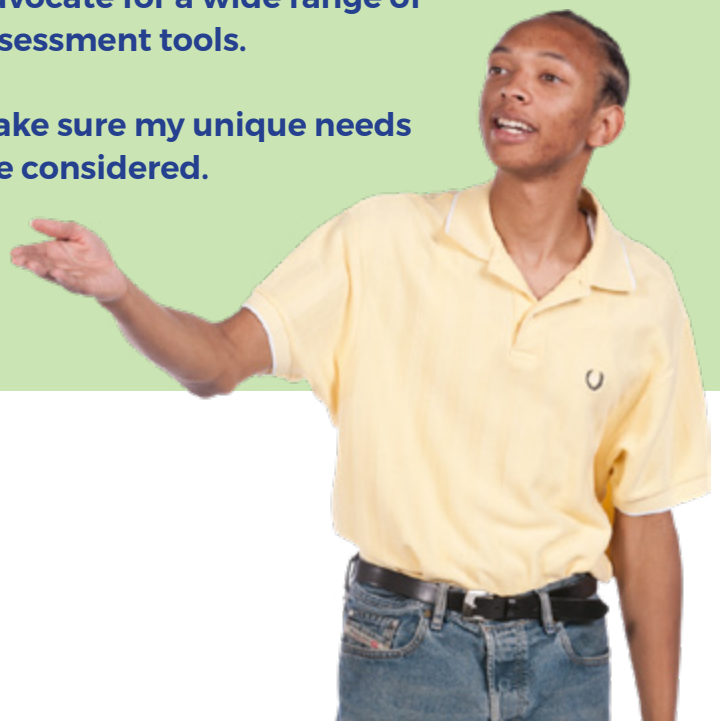
DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

If the job services are not improved:

Find other services or supports that will use many different assessment tools.

- Advocate for a wide range of assessment tools.
- Make sure my unique needs are considered.



SCORE CARD

DOMAIN 2: INDIVIDUALIZED ASSESSMENT AND PLANNING

Teaching About How Jobs Affect Benefits

Teach job seekers about work rules that allow them to keep their benefits while working.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They do not help me to understand how work rules might affect my benefits.

☐

FAIR

They talk to me about work rules, but not in a way I understand.

☐

GOOD

They help me understand my benefits and how work rules might affect them.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

Advocate for my job services provider to teach me how getting a job might affect my benefits.

If the job services are not improved:

Find other programs or supports that will help me understand and manage my benefits and work.



SCORE CARD

DOMAIN 2: INDIVIDUALIZED ASSESSMENT AND PLANNING

Documentation of Job Seeker's Information

Record a job seeker's interests and goals in a written document.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?



POOR

They do a poor job of recording my assessment information.



FAIR

They try to learn about my skills and interests, but do not keep track of them well.



GOOD

They record my assessment information in a well-written document.



DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

- Advocate for the job services provider to record my assessment information properly.
- Advocate to be able to approve my information.

If the job services are not improved:

Find other services or supports that will do a good job recording my assessments.



SCORE CARD

DOMAIN 2: INDIVIDUALIZED ASSESSMENT AND PLANNING

Many Activities to Support Assessment

Offer a variety of activities in the community, including job “try-outs,” volunteering, interviews, and job shadowing.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?



POOR

They use very few activities to support assessment.



FAIR

They use a limited number of activities to support assessment.



GOOD

They provide many real experiences and community activities to support assessment.



DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

If the job services are not improved:

Find other services or supports that use many different community assessment tools.

Make sure the job services provided offer assessment tools that include real activities in the community.



SCORE CARD

DOMAIN 2: INDIVIDUALIZED ASSESSMENT AND PLANNING

Self-Employment Support

Offer job seekers ways to learn about self-employment (having their own business).

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?



POOR

They offer me no ways to learn about self-employment.



FAIR

They offer ways to learn about self-employment but do not match my interests or skills.



GOOD

If I have an interest, they support self-employment as an option.



DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

- Advocate for information about self-employment.

- Explain that self-employment is an option for me.

If the job services are not improved:

Find other services or supports that will support me in this area.



SCORE CARD

DOMAIN 2: INDIVIDUALIZED ASSESSMENT AND PLANNING

Referrals to Other Job Services

Provide any needed information and referrals to other job services.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?



POOR

They do not provide me with connections to outside job services.



FAIR

They know a few outside job services that they can connect me to.



GOOD

They provide me with many connections to outside job services when needed.



DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

Advocate for the job services to provide me with referrals to outside career services when needed.

If the job services are not improved:

Look for other services or supports that will connect me with outside services.



SCORE CARD

DOMAIN 3: JOB DEVELOPMENT

Understanding the Labor Market

Gather information on important trends that can lead to good jobs.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They do not gather information to help me in my job search.

☐

FAIR

They gather some information to help me in my job search but should do more.

☐

GOOD

They always gather useful information to help me in my job search.

☐

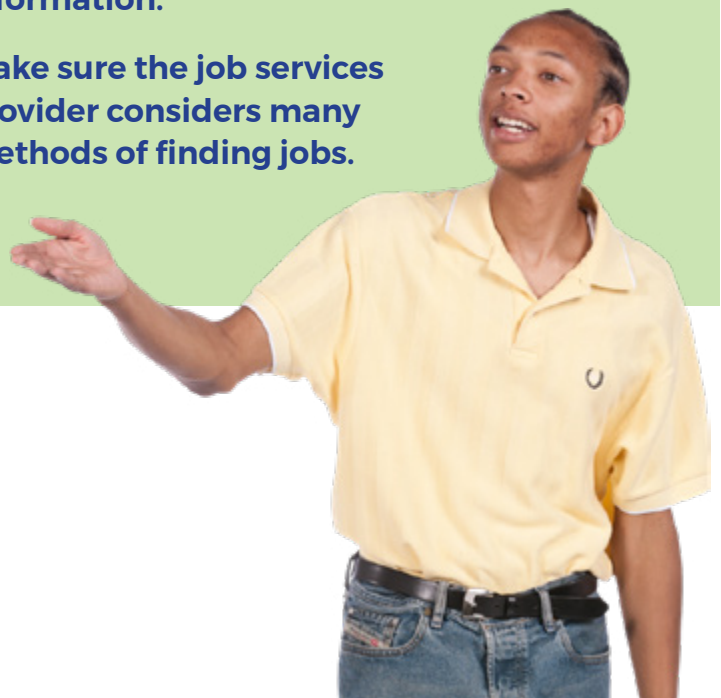
DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

If the job services are not improved:

Look for other services or supports that actively research job markets.

- Advocate for the job services provider to research job markets and gather helpful information.
- Make sure the job services provider considers many methods of finding jobs.



SCORE CARD

DOMAIN 3: JOB DEVELOPMENT

Marketing and Communications

Let employers know what kinds of help they provide, have a professional business image, and use respectful language.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?



POOR

They have no plan for communicating to employers about job services.



FAIR

They are reaching out but have no solid plan for communicating with businesses.



GOOD

They use a solid plan to communicate to employers about their job services.



DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

- Advocate for the job services provider to follow a plan for communicating about their services.
- Make sure they are respectful and always use People First language.

If the job services are not improved:

Look for other services or supports that will communicate well and use People First language.



SCORE CARD

DOMAIN 3: JOB DEVELOPMENT

Job Portfolio

Help job seekers create a written or visual portfolio that shows employers their skills and strengths.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?



POOR

They do not know about or help me create a job portfolio.



FAIR

They try to help me create a job portfolio or a resumé, but it is not the way I want.



GOOD

They work with me to create a good written or visual job portfolio.



DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

Advocate for the job services provider to help me create an effective job portfolio.

If the job services are not improved:

Look for other services or supports that will help me create a job portfolio.



SCORE CARD

DOMAIN 3: JOB DEVELOPMENT

Informational Interviews

Help job seekers talk to employers to learn about the type of work they might do before they decide if they want to work there.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They do not set up interviews or tours to help me learn about jobs.

☐

FAIR

They sometimes set up an interview or tour to help me learn about jobs, but not enough.

☐

GOOD

They always set up interviews or tours to help me learn about jobs.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

If the job services are not improved:

Look for other services or supports that will help me learn about a job before I apply.

- Advocate for information about the job before I apply.
- Make sure the job services provider contacts or meets with employers before I apply.



SCORE CARD

DOMAIN 3: JOB DEVELOPMENT

Mentoring

Guide job seekers with dignity and respect during the job search and application process.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

I am never included in my own job research and applications.

☐

FAIR

I am sometimes included in job research and applications, but I get little guidance.

☐

GOOD

I am always included in job research and applications and get lots of advice.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

Advocate for the job services provider to involve me in work research and guide me through the job search.



If the job services are not improved:

Look for other services or supports that will involve me in work research.

SCORE CARD

DOMAIN 3: JOB DEVELOPMENT

Job Matching

Help job seekers develop a plan and a list of job descriptions that will fit their own skills and strengths.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

I am not matched with a job where I can use my skills and strengths.

☐

FAIR

I am sometimes matched with a job where I can use my skills and strengths.

☐

GOOD

I am always offered help to match me with a job where I can use my skills and strengths.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

- Advocate to create a description of my own skills and strengths.
- Make sure the job services provider plans in advance to find suitable job matches.

If the job services are not improved:

Look for other services or supports that will work harder to match me with the right job.



SCORE CARD

DOMAIN 3: JOB DEVELOPMENT

Employment Proposals

Help the job seeker develop an employment proposal that will help identify what duties the person can do for an employer.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?



POOR

They do not help me create an employment proposal.



FAIR

They help me a little with creating an employment proposal, but they often rely on jobs that already exist.



GOOD

They help me create a good employment proposal that is unique to me.



DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

If the job services are not improved:

Look for other services or supports that will help me create an employment proposal.

Advocate for the job services provider to help me create an employment proposal.



SCORE CARD

DOMAIN 3: JOB DEVELOPMENT

Responding to Employer Concerns

Help answer employers' questions about a job seeker's disabilities, skills, or interests with specific information.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They do not respond well to employer concerns and make the employer feel sorry for me.

☐

FAIR

They sometimes respond to employer concerns but could do a better job.

☐

GOOD

They always respond to employer concerns with information that will support me in my job.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

- Advocate for the job services provider to explain my specific skills and interests to an employer.
- Ask to be seen as an individual and not as part of a group.



If the job services are not improved:

Look for other services or supports that will respond to employer concerns in a positive and productive way.

SCORE CARD

DOMAIN 3: JOB DEVELOPMENT

Employer Incentives

Understand the needs of employers so they can offer incentives (things given to employers to encourage hiring job seekers with disabilities).

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?



POOR

They do not offer good incentives to employers.



FAIR

They are not aware of all incentives, or they offer very few to employers.



GOOD

They always offer good incentives to employers.



DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

Advocate for the job services provider to be better informed about employment incentives.

If the job services are not improved:

Look for other services or supports that will be well informed about employment incentives.



SCORE CARD

DOMAIN 4 & 5: WORK SUPPORTS

Communication Between Supports

Be sure all members of the support team communicate clearly about how to help the job seeker.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They do not communicate well with other members of my support team.

☐

FAIR

They communicate with some other members of my support team, but they could do more.

☐

GOOD

They always communicate well with other members of my support team.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

If the job services are not improved:

Look for other services or supports that will communicate better with other members of my support team.

- Advocate for the job services provider to communicate better with other members of my support team.
- Ask the job services provider to plan in advance.



SCORE CARD

DOMAIN 4 & 5: WORK SUPPORTS

Understanding Impact of Income on Benefits

Keep job seekers informed about how their pay will affect their ability to receive government benefits.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They do not teach me how my pay and assets might affect my benefits.

☐

FAIR

They try to help me understand how my pay might affect my benefits, but they need to learn more.

☐

GOOD

They do a good job helping me understand how my pay might affect my benefits.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

- Advocate for the job services provider to become aware of basic rules of government benefit programs.
- Make sure they teach me ways to address things that might have an effect on my benefits.

If the job services are not improved:

Look for other services or supports that will better teach the rules of government benefits.



SCORE CARD

DOMAIN 4 & 5: WORK SUPPORTS

Transportation

Help job seekers locate transportation that meets their needs.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐☐

POOR

They do not help find good transportation to my job, training, or interviews.

☐☐

FAIR

They sometimes arrange good transportation to my job, training, or interviews.

☐☐

GOOD

They always make sure I have good transportation to my job, training, or interviews.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

Advocate for the job services provider to help me find reliable transportation to work.



If the job services are not improved:

Look for other services or supports that will support my transportation needs so I can work.

SCORE CARD

DOMAIN 4 & 5: WORK SUPPORTS

On-the-Job Training

Begin training that helps the job seeker learn about the new job and meet co-workers before the first day of work and continue after the job has started.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?



POOR

They do not set up on-the-job training or help me meet new co-workers.



FAIR

They do some training and introductions, but they need to do more.



GOOD

They set up good on-the-job training and help me meet new co-workers.



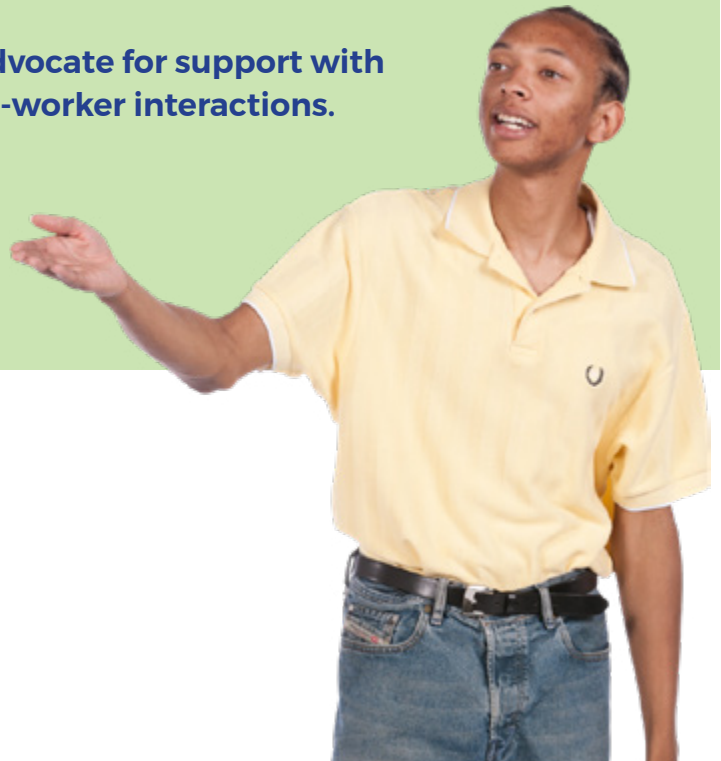
DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

If the job services are not improved:

Look for other services or supports that will support on-the-job training so I can learn while working.

- Advocate for on-the-job training.
- Advocate for support with co-worker interactions.



SCORE CARD

DOMAIN 4 & 5: WORK SUPPORTS

Training Process

Check in often with job seekers and the employers to make sure training is working well, to keep track of progress, and to make changes as needed.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They do not set up training for my unique needs or check to see how training is going.

☐

FAIR

They set up training for me but don't check in enough or let my employer do enough.

☐

GOOD

They set up training for my unique needs and check in often to see how training is going.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

- Advocate for the job services provider to assess my unique needs for training.

- Ask to always be offered on-the-job training as well as training from the job services provider.

If the job services are not improved:

Look for other services or supports that will offer the best type of training for my unique needs.



SCORE CARD

DOMAIN 4 & 5: WORK SUPPORTS

Positive Behavior Supports

Use Positive Behavior Supports to help job seekers learn new skills and change behaviors that may be hurting job performance.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They do not use positive support to help me in my job; they wait until there is a problem.

☐

FAIR

They do not use enough positive support to help me in my job.

☐

GOOD

They always use positive support to help me in my job.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

- Advocate for the job services provider to use Positive Behavior Supports.
- Explain that problem behavior can happen for many different reasons.

If the job services are not improved:

Look for other services or supports that will use Positive Behavior Supports and help identify situations that may cause problems at work.



SCORE CARD

DOMAIN 4 & 5: WORK SUPPORTS

Funding and Resources

Work to find funds for supports that will be available long-term.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?



POOR

They do not work to find long-term funding.



FAIR

They sometimes work to find long-term funding, but they could do more.



GOOD

They always work to find long-term funding.



DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

If the job services are not improved:

Look for other services or supports that will do a better job of looking for funds and planning for long-term funding.

- Advocate for the job services provider to look for many different sources of funding.
- Ask them to look for long-term funding.



SCORE CARD

DOMAIN 4 & 5: WORK SUPPORTS

Career Advancement

Help job seekers work with their employers to get promotions or new job opportunities.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They do not help me work toward promotions or new job opportunities.

☐

FAIR

They agree I should advance but need to do more to help me get promotions and new job opportunities.

☐

GOOD

They always help me work toward promotions and new job opportunities.

☐

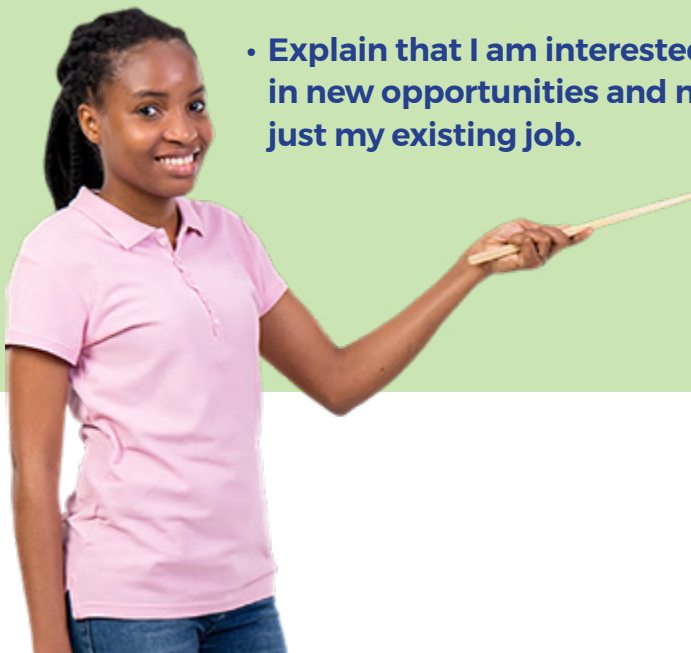
DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

- Advocate for the job services provider to help me apply for promotions or new job opportunities.
- Explain that I am interested in new opportunities and not just my existing job.

If the job services are not improved:

Look for other services or supports that will help me pursue advancement and new job opportunities.



SCORE CARD

DOMAIN 4 & 5: WORK SUPPORTS

Long-Term Supports

Have a plan for helping the employee succeed in the job over a long period of time, even after on-site support is no longer needed.

HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?

☐

POOR

They do not have a plan that will help me succeed in my job for a long time.

☐

FAIR

They have some plans that will help me succeed in my job for a long time, but they should do more.

☐

GOOD

They have a good plan that will help me succeed in my job for a long time.

☐

DO NOT KNOW OR NOT SURE

THE JOB SERVICES PROVIDED RATED POOR OR FAIR. WHAT SHOULD I DO?

- Advocate for the job services provider to create a plan for long-term support.
- Ask to be supported to speak with my employers if they have a concern or want my to have more training.

If the job services are not improved:

Look for other services or supports that will work with me on a plan for long-term support.



SUMMARY OF SCORES

DOMAIN 1: VALUES AND PRACTICES

	POOR	FAIR	GOOD	DO NOT KNOW
Right to Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respect and Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helping Job Seekers Help Themselves	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laws and Regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DOMAIN 2: INDIVIDUALIZED ASSESSMENT AND PLANNING

	POOR	FAIR	GOOD	DO NOT KNOW
Disclosure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School-to-Work Transition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fast Connection to the Working World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessments Unique to Each Job Seeker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many Methods of Assessment Used	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching About How Jobs Affect Benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Documentation of Job Seeker's Information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many Activities to Support Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Employment Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Referrals to Other Job Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SUMMARY OF SCORES

DOMAIN 3: JOB DEVELOPMENT

	POOR	FAIR	GOOD	DO NOT KNOW
Understanding the Labor Market	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marketing and Communications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informational Interviews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job Matching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employment Proposals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responding to Employer Concern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employer Incentives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DOMAIN 4 & 5: WORK SUPPORTS

	POOR	FAIR	GOOD	DO NOT KNOW
Communication Between Supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understanding Impact of Income on Benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-the-Job Training Training Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive Behavior Supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Funding and Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Long-Term Supports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>