EMPLOYMENT
FIRST FLORIDA
TOOLKIT
A GUIDE FOR JOB SEEKERS

This project is provided by the Florida Developmental Disabilities Council, Inc., supported in part by grant numbers 1901FLSCDD-01 and 2001FLSCDD-01 from the U.S. Administration for Community Living, Department of Health and Human Services, Washington, D.C. 20201. Grantees undertaking projects with government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official ACL policy.

This document was created in response to needs identified by the Florida DD Network Collaborative Leadership Development Program Cadre Members and Authors. (2021). Florida Employment Enhancement: Strengthening the System of Support. A White Paper from the Florida Developmental Disabilities Network Leadership Development Program.
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.
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

## Domain 1: Values and Practices

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right to Work</td>
<td>6</td>
</tr>
<tr>
<td>Respect and Language</td>
<td>7</td>
</tr>
<tr>
<td>Helping Job Seekers Help Themselves</td>
<td>8</td>
</tr>
<tr>
<td>Community Work</td>
<td>9</td>
</tr>
<tr>
<td>Laws and Regulations</td>
<td>10</td>
</tr>
<tr>
<td>Funding</td>
<td>11</td>
</tr>
</tbody>
</table>

## Domain 2: Individualized Assessment and Planning

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disclosure</td>
<td>12</td>
</tr>
<tr>
<td>School-to-Work Transition</td>
<td>13</td>
</tr>
<tr>
<td>Fast Connection to the Working World</td>
<td>14</td>
</tr>
<tr>
<td>Assessments Unique to Each Job Seeker</td>
<td>15</td>
</tr>
<tr>
<td>Many Methods of Assessment Used</td>
<td>16</td>
</tr>
<tr>
<td>Teaching About How Jobs Affect Benefits</td>
<td>17</td>
</tr>
<tr>
<td>Documentation of Job Seeker’s Information</td>
<td>18</td>
</tr>
<tr>
<td>Many Activities to Support Assessment</td>
<td>19</td>
</tr>
<tr>
<td>Self-Employment Support</td>
<td>20</td>
</tr>
<tr>
<td>Referrals to Other Job Services</td>
<td>21</td>
</tr>
</tbody>
</table>

## Domain 3: Job Development

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the Labor Market</td>
<td>22</td>
</tr>
<tr>
<td>Marketing and Communications</td>
<td>23</td>
</tr>
<tr>
<td>Job Portfolio</td>
<td>24</td>
</tr>
<tr>
<td>Informational Interviews</td>
<td>25</td>
</tr>
<tr>
<td>Mentoring</td>
<td>26</td>
</tr>
<tr>
<td>Job Matching</td>
<td>27</td>
</tr>
<tr>
<td>Employment Proposals</td>
<td>28</td>
</tr>
<tr>
<td>Responding to Employer Concern</td>
<td>29</td>
</tr>
<tr>
<td>Employer Incentives</td>
<td>30</td>
</tr>
</tbody>
</table>

## Domain 4 & 5: Work Supports

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Between Supports</td>
<td>31</td>
</tr>
<tr>
<td>Understanding Impact of Income on Benefits</td>
<td>32</td>
</tr>
<tr>
<td>Transportation</td>
<td>33</td>
</tr>
<tr>
<td>On-the-Job Training</td>
<td>34</td>
</tr>
<tr>
<td>Training Process</td>
<td>35</td>
</tr>
<tr>
<td>Positive Behavior Supports</td>
<td>36</td>
</tr>
<tr>
<td>Funding and Resources</td>
<td>37</td>
</tr>
<tr>
<td>Career Advancement</td>
<td>38</td>
</tr>
<tr>
<td>Long-Term Supports</td>
<td>39</td>
</tr>
</tbody>
</table>
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.
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?

- Advocate for People First language.
- Advocate for respect in all areas.
- Make sure the job services provider is not bossy or controlling.

If the job services are not improved:

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

*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.

<table>
<thead>
<tr>
<th>How Are the Job Services in This Area Being Provided?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Poor</td>
</tr>
<tr>
<td>I am only offered workshop jobs paid by the job service.</td>
</tr>
</tbody>
</table>

□ 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.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POOR</strong></td>
<td>They do not understand how employment laws and rules affect me.</td>
<td>They sometimes do not understand how employment laws and rules affect me.</td>
<td>They are up-to-date and they understand how employment laws and rules affect me.</td>
</tr>
<tr>
<td><strong>FAIR</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GOOD</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DO NOT KNOW OR NOT SURE**

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

- 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.

*If the job services are not improved:*

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>They have few sources of funding and do not help me find funding for my own use.</td>
</tr>
<tr>
<td>Fair</td>
<td>They are not creative about finding new funding sources.</td>
</tr>
<tr>
<td>Good</td>
<td>They have many sources of funding and help me find funding for my own use.</td>
</tr>
</tbody>
</table>

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

### 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?

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>They are careless in their approach to disclosure.</td>
<td>Sometimes they are careless in their approach to disclosure.</td>
<td>They are careful in their approach to disclosure and include me in decisions.</td>
</tr>
</tbody>
</table>

#### Do not know or not sure

- Find other services or supports that are careful about disclosure.

If the job services are not improved:
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.
**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?**

<table>
<thead>
<tr>
<th></th>
<th>POOR</th>
<th>FAIR</th>
<th>GOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>They tell me I am not “ready” for work and slow down my career plans.</td>
<td>They say I need to learn some things before they start my job search.</td>
<td>They work fast and they involve me in job planning to get me working quickly.</td>
</tr>
</tbody>
</table>

**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.
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.*
**Many Methods of Assessment Used**

**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?**

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

If the job services are not improved:

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

<table>
<thead>
<tr>
<th></th>
<th>POOR</th>
<th>FAIR</th>
<th>GOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>They do a poor job of recording my assessment information.</td>
<td>They try to learn about my skills and interests, but do not keep track of them well.</td>
<td>They record my assessment information in a well-written document.</td>
</tr>
</tbody>
</table>

- **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.*
### Many Activities to Support Assessment

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>They use very few activities to support assessment.</td>
</tr>
<tr>
<td>Fair</td>
<td>They use a limited number of activities to support assessment.</td>
</tr>
<tr>
<td>Good</td>
<td>They provide many real experiences and community activities to support assessment.</td>
</tr>
</tbody>
</table>

**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.**
Self-Employment Support

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

<table>
<thead>
<tr>
<th>HOW ARE THE JOB SERVICES IN THIS AREA BEING PROVIDED?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ POOR</td>
</tr>
<tr>
<td>□ FAIR</td>
</tr>
<tr>
<td>□ GOOD</td>
</tr>
</tbody>
</table>

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.
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.
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?**

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>They do not gather information to help me in my job search.</td>
<td>They gather some information to help me in my job search but should do more.</td>
<td>They always gather useful information to help me in my job search.</td>
</tr>
</tbody>
</table>

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

- **Advocate for the job services provider to research job markets and gather helpful information.**
- **Look for other services or supports that actively research job markets.**
- **Make sure the job services provider considers many methods of finding jobs.**
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.
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 résumé, 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.
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**
  The job services are not meeting the needs of job seekers by not setting up interviews or tours to help them learn about jobs.

- **FAIR**
  The job services sometimes set up interviews or tours to help job seekers learn about jobs, but not enough.

- **GOOD**
  The job services always set up interviews or tours to help job seekers 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 you learn about a job before you apply.

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

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.
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.
## 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?

<table>
<thead>
<tr>
<th></th>
<th>POOR</th>
<th>FAIR</th>
<th>GOOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>They do not help me create an employment proposal.</td>
<td>They help me a little with creating an employment proposal, but they often rely on jobs that already exist.</td>
<td>They help me create a good employment proposal that is unique to me.</td>
</tr>
</tbody>
</table>

**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.
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?**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>POOR</td>
<td>They do not respond well to employer concerns and make the employer feel sorry for me.</td>
</tr>
<tr>
<td>FAIR</td>
<td>They sometimes respond to employer concerns but could do a better job.</td>
</tr>
<tr>
<td>GOOD</td>
<td>They always respond to employer concerns with information that will support me in my job.</td>
</tr>
</tbody>
</table>

**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.**
**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.*
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?

- 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.

If the job services are not improved:

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

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.
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.
### 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?

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>They do not set up on-the-job training or help me meet new co-workers.</td>
</tr>
<tr>
<td>Fair</td>
<td>They do some training and introductions, but they need to do more.</td>
</tr>
<tr>
<td>Good</td>
<td>They set up good on-the-job training and help me meet new co-workers.</td>
</tr>
</tbody>
</table>

**DO NOT KNOW OR NOT SURE**

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

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

*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.**
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.
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.
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?

- Advocate for the job services provider to look for many different sources of funding.
- Look for other services or supports that will do a better job of looking for funds and planning for long-term funding.
- Ask them to look for long-term funding.

If the job services are not improved:

If the job services are not improved:

If the job services are not improved:

If the job services are not improved:

If the job services are not improved:

If the job services are not improved:

If the job services are not improved:
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.*
**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.

  **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.

  - Ask to be supported to speak with my employers if they have a concern or want me to have more training.
### SUMMARY OF SCORES

#### DOMAIN 1: VALUES AND PRACTICES

<table>
<thead>
<tr>
<th></th>
<th>POOR</th>
<th>FAIR</th>
<th>GOOD</th>
<th>DO NOT KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Right to Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect and Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Helping Job Seekers Help Themselves</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laws and Regulations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### DOMAIN 2: INDIVIDUALIZED ASSESSMENT AND PLANNING

<table>
<thead>
<tr>
<th></th>
<th>POOR</th>
<th>FAIR</th>
<th>GOOD</th>
<th>DO NOT KNOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disclosure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School-to-Work Transition</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fast Connection to the Working World</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessments Unique to Each Job Seeker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many Methods of Assessment Used</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching About How Jobs Affect Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation of Job Seeker’s Information</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many Activities to Support Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Employment Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Referrals to Other Job Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### SUMMARY OF SCORES

#### DOMAIN 3: JOB DEVELOPMENT

<table>
<thead>
<tr>
<th>Topic</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Do Not Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding the Labor Market</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing and Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Portfolio</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informational Interviews</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Job Matching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment Proposals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responding to Employer Concern</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employer Incentives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### DOMAIN 4 & 5: WORK SUPPORTS

<table>
<thead>
<tr>
<th>Topic</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Do Not Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Between Supports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding Impact of Income on Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-the-Job Training Training Process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive Behavior Supports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Funding and Resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Career Advancement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Long-Term Supports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>