

EMPLOYMENT FIRST FLORIDA TOOLKIT

A GUIDE FOR JOB SEEKERS

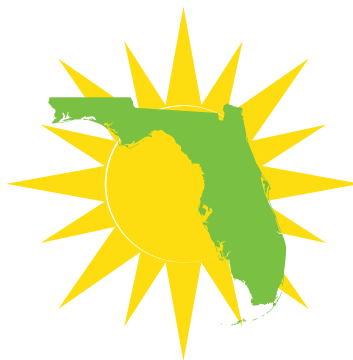


**EASY READ
LEVEL 2**



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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 2 has more text and examples for higher reading levels.

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

DOMAIN 1: VALUES AND PRACTICES

Right to Work	6	Community Work	9
Respect and Language	7	Laws and Regulations	10
Helping Job Seekers Help Themselves	8	Funding	11

DOMAIN 2: INDIVIDUALIZED ASSESSMENT AND PLANNING

Disclosure	12	Teaching About How Jobs Affect Benefits	17
School-to-Work Transition	13	Documentation of Job Seeker's Information	18
Fast Connection to the Working World ...	14	Many Activities to Support Assessment ..	19
Assessments Unique to Each Job Seeker .	15	Self-Employment Support	20
Many Methods of Assessment Used	16	Referrals to Other Job Services	21

DOMAIN 3: JOB DEVELOPMENT

Understanding the Labor Market	22	Job Matching	27
Marketing and Communications	23	Employment Proposals	28
Job Portfolio	24	Responding to Employer Concern	29
Informational Interviews	25	Employer Incentives	30
Mentoring	26		

DOMAIN 4 & 5: WORK SUPPORTS

Communication Between Supports	31	Training Process	35
Understanding Impact of Income on Benefits	32	Positive Behavior Supports	36
Transportation	33	Funding and Resources	37
On-the-Job Training	34	Career Advancement	38
		Long-Term Supports	39

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.
- To be offered the chance to have a job, I must meet certain requirements.
- They might call me “unready” for work.
- They might turn me away for job services.



FAIR

- They think I can have a job in the community, but only after I have more training.
- They say they support Right to Work, but they might say I am “too disabled” for some jobs.
- They might not offer me job services until I go through more job preparation.



GOOD

- They will help me get a job right away.
- They offer jobs matched to my own skills and interests.
- They offer job services no matter how serious my disability is.



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 use words that are not respectful to describe me.
- They are often bossy and controlling.

☐

FAIR

- They sometimes use People First language, but they also use words that are not respectful to describe me.
- They are sometimes bossy and controlling.
- Their printed tools sometimes do not use People First language.

☐

GOOD

- They use People First language and other words that are respectful to me.
- They are not bossy; they treat me as a partner.

☐

DO NOT KNOW OR NOT SURE

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.

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

- 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 own job search.
- I am often offered jobs with other people with disabilities, instead of services that meet my unique needs.
- I have no choices, and the job services provider makes the final decisions.

☐

FAIR

- I am only sometimes included in my own job search, or with developing tools such as a resumé.
- I may not be consulted about my own job interests or skills.
- I have just a few choices, and the job services provider makes the final decisions.

☐

GOOD

- I am always included in my own job planning, resumé building and search.
- I am consulted about my own job interests or skills.
- I have good options and I make my own 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

- They offer me only workshop jobs or jobs run by job services.
- I am paid by the job services provider's organization instead of by my employer.

☐☐

FAIR

- They sometimes offer me community jobs, but they also offer me jobs in workshops or in businesses owned or run by job services.
- I might be paid by the job services provider's organization instead of by my employer.

☐☐

GOOD

- They help get jobs at businesses in my own community.
- The jobs they offer me are suited to my own interests and skills.
- My pay is from my employer.

☐

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 have not changed over time, and they do not work on improvements.
- They do not have a way I can provide suggestions for improvements.
- They do not understand how employment laws and rules affect me.

☐

FAIR

- Some of their services are not up to date.
- They do not always have ways I can provide suggestions for improvements.
- They do not always understand how employment laws and rules affect me.

☐

GOOD

- They use the latest ideas in job services.
- They have ways I can provide suggestions for improvements.
- 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 rely on only one source of funding and do not look for more.
- They do not help me find funding for my own use.



FAIR

- They rely on one or two kinds of funding and do not seek extra funding.
- They rarely help me find funding for my own use.
- They sometimes seek extra funding, but only from sources used in the past.



GOOD

- They seek many sources of funding to ensure the best outcomes for me.
- They 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 reveal information about my disability without my permission or without careful thought about whether it is necessary.



FAIR

- They discuss disclosure with me but do not explain that sometimes disclosure can be harmful or necessary to create support or find a good job match.
- They sometimes disclose my disability before I agree.



GOOD

- They carefully explain disclosure and how sometimes it is harmful or that it may be necessary to create support or find a good job match.
- They never disclose my disability without my agreement.



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 do not plan for my school-to-work transition at all.
- They will not offer job support until I am out of school. Even then, job supports are not designed just for me.
- They have no connection to schools or other agencies that would work with my transition from school.



FAIR

- They begin some planning for my school-to-work transition but have few connections to schools and agencies.
- They usually will not offer job support until I am out of school. Even then, job supports are designed for older people, not for me.



GOOD

- They begin planning for my school-to-work transition early.
- They offer me job supports that are effective and are designed for my age and needs.
- They 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

- When I want to look for jobs, they tell me I am not “ready.”
- I am not included in my own career planning.



FAIR

They work to find jobs after a while, but I am not included enough in my own career planning.



GOOD

- They work quickly to find jobs, and I am always included in my own career planning.
- There is a smooth process covering job search, hiring, and on-going support.



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 you 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.
- My own unique needs are not considered.



FAIR

- They use just a few assessment tools, but they are not selected specially for me.
- My own unique needs are sometimes not considered.



GOOD

- They always use assessment tools that are unique to me.
- They have good success with creating job plans that suit 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 limited or old assessment tools.
- They do not spend time talking to me or learning about my goals.
- They do not think about my family, background, or community.



FAIR

- They use several different assessment tools, but some don't apply to me.
- They do not always spend enough time talking to me or learning about my goals or background.



GOOD

- They use many different assessment tools.
- They always spend time talking to me and learning about my goals.
- They interview me, my family, and others to learn more about my background and community.



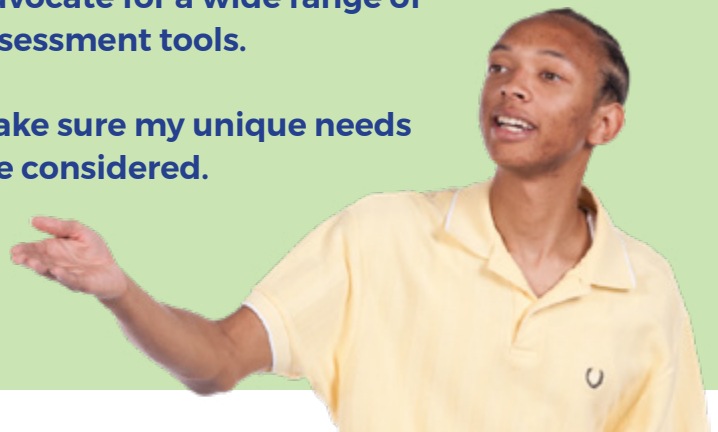
DO NOT KNOW OR NOT SURE

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 ask me about my current benefits.
- They do not teach me about special work rules that allow me to keep my benefits while working.

☐

FAIR

- They ask me about current benefits but do not always discuss how working might affect my benefits.
- They do not always send me to specialists who know more about benefits and working.

☐

GOOD

- They always ask me about current benefits and discuss how working might affect them.
- They know how to teach me about special work rules that allow me to keep my benefits while working and can send me to specialists in this area.

☐

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 not record my assessment information in a well-written document.
- They do not allow me to approve my information.
- If there is a document, it is incomplete, and important information needed for billing is not included.
- The document contains remarks that do not support a good assessment for me.



FAIR

- They record only some of my assessment information in a well-written document.
- They do not always allow me to approve my information.
- Some of my assessment information may be poorly written and may not contain good descriptions of my interests and goals.



GOOD

- They always record my assessment information in a well-written document that is understandable and has enough detail.
- They always allow me to approve my information.
- My assessment information is well-written and contains good descriptions of my personal interests and goals.



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 basic assessment tools and do not provide real activities in the community to help me learn about my own interests, skills, and goals.
- They do not provide good assessments for people with the most serious disabilities.



FAIR

- They provide some experiences in the community, but they also rely on basic assessment tools to help me learn about my own interests, skills, and goals.
- They create just a few experiences suited for me, but not enough.



GOOD

- They provide many real experiences in the community and do not rely on basic assessment tools to help me learn about my own interests, skills, and goals.
- They create many unique experiences suited for me, both paid and unpaid.
- They always provide assessments that include people with the most serious disabilities.



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 information about self-employment.
- They do not consider self-employment to be an option for me.



FAIR

- They offer me some information about self-employment but discourage me and others from pursuing it.
- They do not know about self-employment resources and help.



GOOD

- They offer me useful information about self-employment.
- They connect me to many tools and resources focused on self-employment.
- If I am interested, they support self-employment as an option for me.



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 referrals to outside job services.
- They have limited connections to other job services.
- They have limited knowledge of other resources that may be useful to me.

☐

FAIR

- They sometimes provide me with just a few referrals to outside job services.
- They have some connection to other job services but have limited knowledge of other resources that may be useful to me.

☐

GOOD

- Staff always provides referrals to outside job services when needed.
- They have good connections to other job services.
- They are aware of many other resources that may be useful to me and have good ways to identify them.

☐

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 make 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 research job markets or gather helpful information.
- They do not know that traditional approaches to job finding do not work very well for people with the greatest support needs.



FAIR

- They try to research job markets and gather helpful information, but they do not always keep good records of information.
- They sometimes recognize that people with the most serious disabilities may not benefit from labor market research, but they often fail to use other creative approaches.



GOOD

- They carefully research job markets and gather helpful information, and they keep current records of information.
- They recognize that people with the most serious disabilities may not benefit from labor market research and use other creative approaches.



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 with businesses about job services.
- When they talk about me to businesses, they use language suggesting the wrong ideas about what jobs people with disabilities can do.
- They do not use People First language.
- Their materials do not make businesses aware of my abilities.



FAIR

- They are reaching out but have no solid plan for communicating with businesses.
- Some of their materials and message are good, but sometimes include wrong ideas about what jobs people with disabilities can do.
- They do not always use People First language.
- They are working on materials that make businesses aware of my abilities but need to do more.



GOOD

- They have a solid plan for communicating with businesses.
- They always use People First language, think of me and other people being served as individuals, and are respectful in the community.
- Their materials and message are that of a professional job service and shows good ideas about the abilities people with disabilities have.



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 help me create a written or visual job portfolio that shows my skills and abilities.



FAIR

They do not help me create a written or visual job portfolio, but they prepare a basic resumé for me.



GOOD

They work with me to create a written or visual job portfolio. It has good information about me and what I like and can do and has photos and other things that will help match me to a job I would like and can do.



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 help me learn about the job before I apply.
- They do not contact a business until they see a job opening somewhere.



FAIR

- They have some employer contacts, but do not usually meet with employers unless they see a job opening.
- They sometimes help me learn about the job before I apply, but not always.



GOOD

- They meet with employers regularly, and include me, so I can learn about different businesses, jobs, and workplaces.
- They always help me learn about different jobs before I apply, so there is a good match.



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 not included in work research but am simply given an opportunity to apply for a job.



FAIR

I am not included in work research, but I am told about it.



GOOD

- I am always included in work research.
- They guide me through each step of the job search process in ways I understand.
- They help me decide about disclosing my disability, what accommodations I need, and how to share that information.



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 do not have a chance to create a description of my own skills and strengths.
- They do not plan in advance to find jobs that are good for me.



FAIR

- I am offered jobs, but my own skills and strengths are not considered as they should be.
- They do not always plan in advance to find jobs that are good for me.



GOOD

- I am guided to create a description of my own skills and strengths.
- They work in advance to learn all job duties and what is expected from me before matching me to the job.



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 work with me to create an employment proposal.
- They simply look for jobs that already exist.



FAIR

They help me and employers talk about potential jobs, but usually the talk focuses on jobs that already exist.



GOOD

- They help me create a proposal for the kind of job I would like to have.
- They help me and employers work together to create a job that will help us both.



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 explain my specific skills and interests to an employer.
- They talk about people with disabilities as a group and may make the employer feel sorry for me.



FAIR

- They are not always sure how to best explain my specific skills and interests to an employer.
- They talk about people with disabilities as a group and may ask the employer to "give me a chance."



GOOD

- They explain my specific skills and interests to an employer.
- They talk about me as a unique individual and help me showcase my own strengths and interests.
- They help reassure the employer that I am a good match for the 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 have knowledge of incentives and do not offer incentives to potential employers.



FAIR

They use some incentives but do not know enough about other possible incentives.



GOOD

They are well informed about incentives and offer a wide range of incentives to potential 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.
- They just respond to things as issues come up instead of planning in advance with people.



FAIR

- They communicate with some members of my support team, but not all members.
- Communication often happens only when there is a problem to solve.



GOOD

- They always communicate well with all members of my support team.
- Communication with the support team continues even after I have found a job.



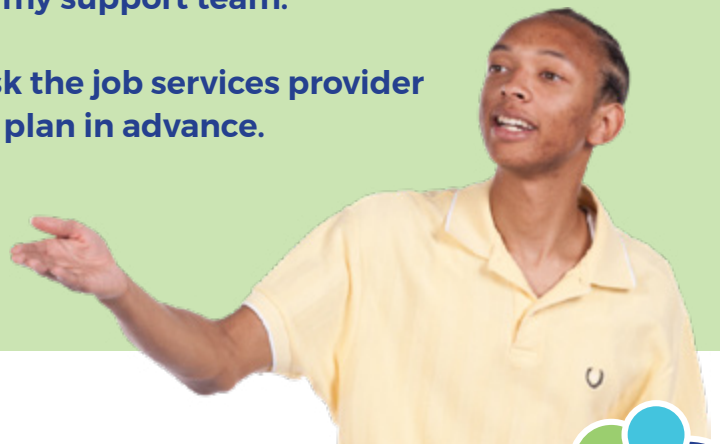
DO NOT KNOW OR NOT SURE

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 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 know the basic rules of government benefit programs.
- They are not helpful in teaching me ways to reduce things that might have an effect on my benefits related to my disability.
- They provide inaccurate information, such as “must work limited hours” to protect my benefits.



FAIR

- They know some of the rules of government benefit programs.
- They are not always helpful in teaching me ways to reduce things that might have an effect on my benefits related to my disability, and they need to learn more.
- They sometimes provide inaccurate information.



GOOD

- They know the rules of government benefit programs and help me understand them.
- They are always helpful in teaching me ways to keep assets and reduce work costs related to my disability.



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 me find good transportation to my job training, or interview.
- They do not feel responsible for transportation issues I might have when they look for jobs.
- I might lose a job because I do not have regular rides.

☐☐

FAIR

They sometimes help me plan for reliable transportation to work, but not always.

☐☐

GOOD

- They always help me plan for reliable transportation to work.
- I will not lose a job because I do not have regular rides.

☐

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 provide job training and supervision but without letting me learn while working.
- They do not support interaction between me and my co-workers.
- They do not look at how people interact at work to help me be a part of it.



FAIR

- They sometimes provide job training and supervision while letting me learn while working.
- They sometimes, but do not always, support interaction between me and my co-workers.
- When they support my interacting with co-workers, they usually also are involved themselves.



GOOD

- They work with me to create a plan that will help me learn in typical ways others at work learn.
- They always support interaction between me and my co-workers and realize how important it is.



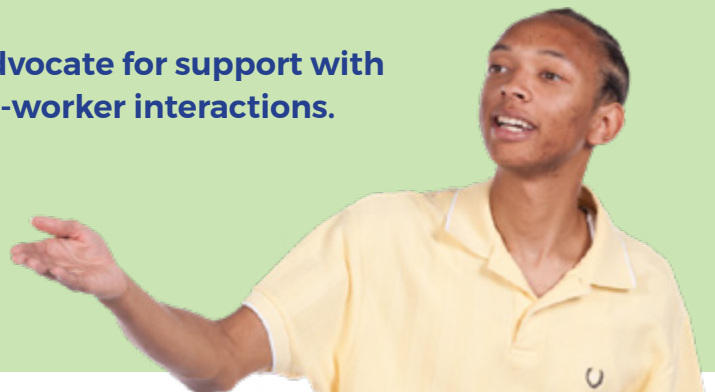
DO NOT KNOW OR NOT SURE

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 assume I will need a lot of training and do not assess my unique needs.
- They do all the training rather than what the employer can provide.
- They use traditional training methods, without data and without making it fit the person, and do not try new ideas.

☐

FAIR

- They sometimes listen to the people at my job on how they do training, but they still provide most of it.
- Although they mostly understand good principles of training, they usually just tell me what I need to do or how to do it.
- They have trouble with letting me do the job without being there to help.

☐

GOOD

- They rely more on the training that is at the job, providing only the help needed to make a training process fit me.
- They understand how to train and collect information about how I am doing.
- They are flexible on what training works and can help me do the job eventually without them being there.

☐

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 usually blame my problem behavior as the reason I may not be doing well at work.
- They are not familiar with positive ways to help me change how I act.
- They do not see how some situations can cause me to have a problem, and they just provide help after there is a problem.

☐☐

FAIR

- They sometimes blame my problem behavior for the reason I may not be doing well at work.
- They are aware of ways to help people change behaviors in a positive way, but they do not have connections with professionals.

☐☐

GOOD

- They look at the causes for my behavior and develop positive ideas for improving it.
- They work with professionals in helping with behavior positively and include them as part of my 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 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 know just about common sources of funds and do not look for more creative sources.
- They have no plan for long-term supports.



FAIR

- They use the most common sources of funds and sometimes look for more creative sources.
- They have a plan for long-term supports but do not always apply the plan.



GOOD

- They know about the most common sources of funds and look for more creative sources of funding.
- They have a good plan for long-term supports and do not refuse to help people without 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 always help me work with my employers to get promotions or new job opportunities.
- They often blame lack of funds as the reason for not providing me with support.



FAIR

- They sometimes help me work with my employers to get promotions or new job opportunities.
- Most opportunities are from the place where I am already working.



GOOD

- They always help me work with my employer to get promotions or new opportunities.
- They keep in touch with me about how satisfied I am, help me look for advancement when I want more responsibilities, pay, or to move on to a new 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 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 work with me or my co-workers or employer to create a plan for long-term support.
- My employer talks to the job services provider instead of me when they have a concern about me.
- My employer will ask for the job services provider to return for my support and training, even though my training is done.



FAIR

- They sometimes create a plan for long-term support using co-workers and other natural ways of help at work.
- My employer sometimes helps me directly, but usually relies on my job services provider.
- It is possible I could lose my job because I do not have enough support.



GOOD

- They have a planned way to include my co-workers and employer for training and long-term support.
- They use training already available in the workplace as much as possible.
- Most supervision is directly given to me by co-workers and supervisors.
- I won't lose my job just because I do not have enough support.



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 me 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"/>

APPENDIX

The Employment First Florida Toolkit was created to help job seekers score the help they receive from job service providers. It can also be used by job service agencies and organizations to assess their own strengths and weaknesses.

Job service providers can use the same Score Cards that appear on pages 6 through 39 of this Toolkit.

This Appendix provides suggested next steps to take for any Core Competencies that rated POOR or FAIR in the toolkit.



NEXT STEPS FOR JOB SERVICES

Domain	Competency	Rating	Research Topic	Set Up Process	Train Staff	Review Performance	Change as Needed
Values and Practices	Right to Work	<div><input type="checkbox"/> Fair</div> <div><input type="checkbox"/> Poor</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Respect and Language	<div><input type="checkbox"/> Fair</div> <div><input type="checkbox"/> Poor</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Helping Job Seekers Help Themselves	<div><input type="checkbox"/> Fair</div> <div><input type="checkbox"/> Poor</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Community Work	<div><input type="checkbox"/> Fair</div> <div><input type="checkbox"/> Poor</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Laws and Regulations	<div><input type="checkbox"/> Fair</div> <div><input type="checkbox"/> Poor</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Funding	<div><input type="checkbox"/> Fair</div> <div><input type="checkbox"/> Poor</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES

[illegible]

NEXT STEPS FOR JOB SERVICES

DOMAIN	COMPETENCY	RATING	RESEARCH TOPIC	SET UP PROCESS	TRAIN STAFF	REVIEW PERFORMANCE	CHANGE AS NEEDED
INDIVIDUALIZED ASSESSMENTS	Disclosure	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	School-to-Work Transition	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Fast Connection to the Working World	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Assessments Unique to Each Job Seeker	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Many Methods of Assessment Used	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Teaching About How Jobs Affect Benefits	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Documentation of Job Seeker's Information	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Many Activities to Support Assessment	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Self-Employment Support	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Referrals to Other Job Services	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES

NEXT STEPS FOR JOB SERVICES

DOMAIN	COMPETENCY	RATING	RESEARCH TOPIC	SET UP PROCESS	TRAIN STAFF	REVIEW PERFORMANCE	CHANGE AS NEEDED
JOB DEVELOPMENT	Understanding the Labor Market	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Marketing and Communications	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Job Portfolio	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Informational Interviews	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Mentoring	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Job Matching	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Employment Proposals	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Responding to Employer Concerns	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Employer Incentives	<input type="checkbox"/> FAIR <input type="checkbox"/> POOR	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES

NEXT STEPS FOR JOB SERVICES

DOMAIN	COMPETENCY	RATING	RESEARCH TOPIC	SET UP PROCESS	TRAIN STAFF	REVIEW PERFORMANCE	CHANGE AS NEEDED
WORK SUPPORTS	Communication Between Supports	<div><input type="checkbox"/> FAIR</div> <div><input type="checkbox"/> POOR</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Understanding Impact of Income on Benefits	<div><input type="checkbox"/> FAIR</div> <div><input type="checkbox"/> POOR</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Transportation On-the-Job Training	<div><input type="checkbox"/> FAIR</div> <div><input type="checkbox"/> POOR</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Training Process	<div><input type="checkbox"/> FAIR</div> <div><input type="checkbox"/> POOR</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Positive Behavior Supports	<div><input type="checkbox"/> FAIR</div> <div><input type="checkbox"/> POOR</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Funding and Resources	<div><input type="checkbox"/> FAIR</div> <div><input type="checkbox"/> POOR</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Career Advancement	<div><input type="checkbox"/> FAIR</div> <div><input type="checkbox"/> POOR</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Long-Term Supports	<div><input type="checkbox"/> FAIR</div> <div><input type="checkbox"/> POOR</div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES