Opening Doors to Employment

Planning for Life After High School

A Handbook for:

- Students
- School Counselors
- Teachers
- Parents

Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent

Message from State Superintendent Elizabeth Burmaster

As State Superintendent of Public Instruction, I made a promise to the citizens of Wisconsin – a "New Wisconsin Promise" – to ensure a quality education for every child. This promise is really about you, our young people, and about raising our expectations of what ALL students can accomplish. Planning for life after high school is an integral piece of a quality education. We want all students to leave our schools with feelings of hope and with opportunities for the future. In taking responsibility for this promise, we have created this handbook.

This "Opening Doors" handbook is created to provide guidance to you as you fulfill your employment goals. As you prepare academically for your future, it is critical to plan vocationally as well. The handbook provides valuable information on career exploration, job preparation, job search strategies, as well as many other useful resources about employment. It is a tool for your success.

Remember, many people will support you in your planning, but, in the end, you will need to make the decisions. Being well-informed and well-prepared will help ensure that you have a happy and healthy life after high school.

Best of luck as you continue to plan your future!

Elizabeth Burmaster
State Superintendent

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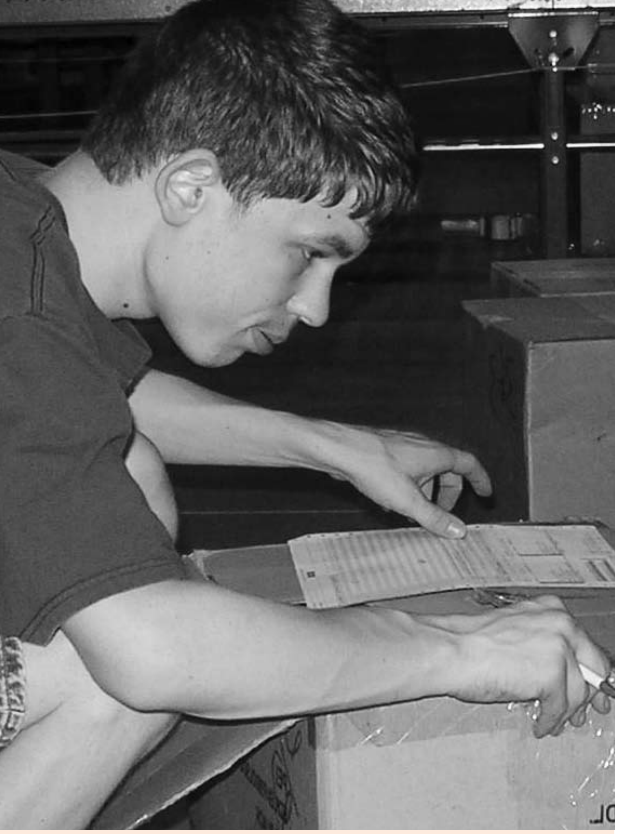

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Overview of Transition To Postsecondary Education

Students may go in many different directions after graduating from high school. Some students choose to go right into the workforce. Others may choose to go on to postsecondary education to enhance their career choices (see Opening Doors to Postsecondary Education and Training Guide). Some go into the military. Students with disabilities have all these options too.

This guide deals with the first option, employment. Employment includes many kinds of choices from jobs to careers, with or without support of outside agencies.

This guide is designed as a guide to help students with disabilities take another step in preparing for "life after high school." The activities in this guide should be completed with your parent, teacher, or guidance counselor.

While high school is an exciting time, what you do after high school can be just as exciting if you have done some careful and thoughtful planning. In order to carefully plan for what will happen after you graduate, you will need to:

- Know your strengths.
- Know which areas you need to work on.
- Know your interests.
- Know the things that work for you and the things that do not work for you.
- Know what kinds of support you might need and who could provide that support.
- Try different types of jobs that might lead to a career.
- Find out what skills and knowledge are needed for careers you are interested in.

Although eighth, ninth, and tenth grades are early in your school career, it is important to begin thinking about and planning for those things you will be looking forward to after graduation. You may want to continue your education (see Opening Doors to Post Secondary Education) or enter the workforce. Both of these options require career exploration and research. Most schools offer classes on career education and opportunities for work experiences. Make sure you are included.

Timeline for Planning

Awareness of Employment (Grades K-5)

- Discuss what work is and what jobs you know about.
- Participate in career days at school.
- Take part in household chores (e.g., sorting laundry, setting the table, cleaning your room, etc.).
- Take part in neighborhood jobs (e.g., delivering the paper, mowing the lawn, shoveling snow, etc.).
- Make decisions and choices about things at home (e.g., what to wear to school) and at school (e.g., what classes to take).
- Learn basic academic skills (e.g., reading, math, and writing).
- Share hopes and dreams for the future (e.g., what types of jobs you like).
- Practice explaining what help you need to get your work done.

Explore Employment Options (Grades 6-8)

- Volunteer for school jobs (e.g., office monitor, guidance assistant, mail attendant).
- Volunteer in the community (e.g., neighborhood groups, religious groups).
- Job shadow (observe employment environments and tasks) with parents/family/friends.
- Learn about variety of careers through Career Center/Library/Internet to find job/career options.
- Tour businesses to see what kind of work they do and what jobs they offer.
- Talk to adults about what they do for work.
- Identify interests and skills.
- Build on your academic skills (include writing and other communication skills).
- Learn about and be able to explain what accommodations/modifications you need.
- Begin career portfolio (include updated resume, job applications, letters of reference, career research findings, mock or practice interview results).

Planning and Preparing for Employment (Grades 9-10)

- Continue taking courses in your area of need (e.g., if you are not good in math, continue taking math classes beyond the requirements).
- Practice completing job applications (online and on paper).
- Identify people classes that will help you with your career goal.
- Take classes that relate to career or job options.
- Make copies of work-related documents (social security card, birth certificate, work permit).
- Contact Division of Vocational Rehabilitation (DVR) four semesters prior to graduation.
- Complete work experiences based on interests.
- Participate in any career exploration/preparation classes offered by your high school.
- Learn about resources and make connections with community agencies.
- Complete interest inventories and self-directed searches at the high school or on the Internet.
- Continue to revise your career portfolio.

Exploring Employment/Career Options (Grades 11-12)

- Reexamine your needs preferences and interests with regard to careers based on your work experiences.
- Learn about training requirements in your career area of interest.
- Research labor market and find jobs by going to the Bureau of Labor Statistics website. http://www.bls.gov/
- Develop transportation strategies (e.g., drivers license, independent travel skills training, public or para transit with or without attendant).
- If appropriate, apply for Social Security Income.
- Participate in school to work program with your high school (e.g., apprenticeship, work study, co-op). Participate in paid work experiences in the community (ask each employer for a letter of reference describing your skills and attitude on the job).
- Continue to revise your career portfolio.

Deciding on Employment Options

Remember, school is your time to try many different types of jobs. You do not have to choose a job that you will stay in for life. You may have many different jobs, or you may have many jobs that are alike and will lead to a career. High school is your time to plan.

There are different types of employment options. You should talk with your parents, teachers, and guidance counselors to find out which is the best choice for you.

- **Competitive Employment**. Competitive employment means working in a job found in your local community with or without the assistance of an adult service provider*. What makes these jobs "competitive" is you must compete with others to fill job openings. Employees in these jobs are paid wages and receive benefits (health/dental insurance, and vacation) typical for that type of job.
- **Supported Employment** or **Customized Employment**. Supported or customized employment means working in a job found in your local community with the assistance of an adult service provider*. Jobs are found based on your interests and abilities. Jobs are sometimes negotiated with employers by the adult service provider*. Support through a job coach or co-worker is provided to help you keep the job or move into other positions in that business. Supports and services are designed based on your needs. Employees in these jobs are paid wages and may receive benefits (health/dental insurance, and vacation).
- **Self-Employment.** Self-employment is owning, managing and/or operating your own business to earn money. Often adult service providers* can help with this option. Self-employment offers many benefits for individuals with disabilities:
  - The freedom, flexibility, and independence that comes from working for yourself.
  - The opportunity to work in a disability-friendly environment.
  - The ability to reduce the need for transportation.
  - The ability to accommodate changing functional levels.
  - The ability to create an accessible work environment.

  Source: http://www.dol.gov/odep/pubs/ek00/small.htm

"Working with people I don't like or didn't get along with was an interesting experience. I never thought doing that would make me feel good inside. I mean talking to those other people and finding out that you and that other person have a lot of things in common."

-- 11th grade student with learning disability

- **Community Rehabilitation Programs/Affirmative Industries** (previously known as sheltered employment). Community Rehabilitation Programs or Affirmative Industries offer employment in a rehabilitation program. Work is done in a group setting under close supervision and may be alongside co-workers with or without disabilities. Employees earn wages sometimes based on piece rate or productivity and may receive benefits.

*Adult service providers are agencies, some run by the government others run by private individuals, that assist individuals with disabilities with employment, housing, recreation, and other skills needed to live as independently as possible.

Types of Employment – Questions to Ask

Questions to Ask Community or Supported Employment Providers

What are the eligibility requirements for services and how do I apply for services?

Are there ways your agency and local schools can work together to ensure a smooth transition to employment?

If I need job accommodations or assistive technology, do you provide these services?

How many staff work in your agency? How many clients does each staff member have?

How long does it generally take to assist someone in getting a job?

Does your agency provide support before 9:00 a.m. and after 5:00 p.m.? On weekends?

How does your agency determine what a good job is for clients?

Does your agency look at advancement in jobs beyond entry-level work?

How do you obtain input and maintain communication with the client and family members?

Do you have literature?
- Brochure?
- Website?
- Other literature?

(For full list of questions, see appendix.)

Questions to Ask Community Rehabilitation Providers

How do I apply to participate?

What are the skill requirements (e.g., physical strength, speed of work, and ability to perform the job)?

What types of jobs do you provide? Are there a variety of work tasks or duties? Can clients make choices about work tasks or duties?

How many hours a day do clients work?

What are wages based on (e.g., hourly rate, productivity, quality)? What is an average weekly or bi-weekly pay check?

Are there any benefits (e.g., vacation, sick time, etc.)?

Do you provide transportation? If yes, what is the transportation (e.g., bus, van)? Are there costs for transportation?

Are clients helped to move to community-based supported employment? If yes, how?

Can I talk with some individuals with disabilities who have used your services?

Do you have literature?
- Brochure?
- Website?
- Other literature?

(For full list of questions, see appendix.)

Types of Employment – Questions to Ask (cont'd)

Questions if You Are Interested in Self-Employment

Am I a self-starter?

Am I self-reliant?

How well do I get along with a variety of personalities?

How good am I at making decisions?

Do I have the physical and emotional stamina to run a business?

How well do I plan and organize?

How well do I find ways to solve problems?

Do I have experience in this type of business?

Is my attitude and drive strong enough to maintain motivation?

How will the business affect my family?

Who can help me with my business plan?

What business would I like to start and why?

What type of special training do I need for this type of business?

What type of education do I need for this business?

How much do I know about this type of business?

Adapted from U.S. Department of Labor, Office of Disability Employment Services

Small Business and Self Employment for People with Disabilities

Self-Employment: Steps for Vocational Rehabilitation Counselors, Nancy Arnold, Tom Deekins, Roger Shelley, David Hammis, Carleen Anderson, and Randall Brown, 1998

"After two semesters of being involved in job shadows and tours related to interest areas and work experience, with what I learned I feel that I will be a better worker later in life."

-- 12th grade student with a learning disability

After High School, the Rules Change

After high school, the rules change

Laws and Responsibilities

The following chart describes general differences in various areas between public high school and employment in the adult service world.

High School	Adult Service System
Individuals with Disabilities Education Act (IDEA); free and appropriate public education (FAPE).	Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).
School services are an entitlement (from age 3-21 or until regular high school diploma requirements are met).	Adult services are based on eligibility which may be different for each agency.
School attendance is mandatory.	Consumers apply for services and may be eligible to use an adult service agency to support them in their employment goals.
School districts are required to identify students with disabilities through free evaluation assessment and the individualized education program (IEP) process.	Consumers are responsible for disclosing and providing current (within the last three years) documentation of a disability.
Students receive special education and related services to address needs based on identified disability.	Consumers apply for services needed through various adult service agencies. They must be self-advocates (see Opening Doors to Self-Determination Skills).
Services include individually designed instruction, modifications, and accommodations based on IEP.	Services are individually designed through Individual Plans for Employment or a similar individualized plan developed with the consumer.
Progress toward IEP goals is monitored and communicated to the parent(s) and/or student.	Progress toward employment goals are monitored by the consumer and adult service provider. Self-advocacy is a must (see Opening Doors to Self-Determination Skills).
Schools assist in connecting the student with the community support agencies if so identified as a transition need according to the IEP.	Consumers must request services needed and identify what agencies would best meet their needs.

Planning and Preparing:

Deciding to Enter the Workforce

Where do you begin? The key to successful transition to employment is early planning. It is important for you to have high expectations and goals for yourself in elementary, middle, and high school.

Skill development and practice are also important (for example, time management, communication, mobility, self-advocacy skills).

Ask yourself:

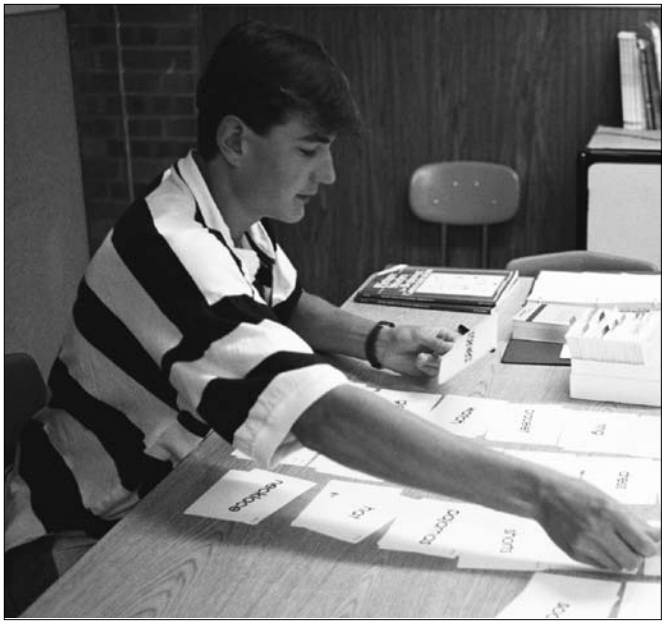
- What are my interests and abilities?
- What job-related experience do I have?
- What do I want and need from my life after high school?
- What do I like and dislike about school, work, jobs I have had at home, and in school?
- What volunteer work have I done?
- Where can I get letters of reference for my experiences?

Career vs. Job

A career requires a lot of thought about what you want to do in five years. Developing a career does not happen overnight – it is a process. For example, your first job will not be working as a chef, but the types of jobs you choose will help you learn the skills needed to have a career as a chef.

A career is something that matches your interest areas as you prepare through classes, work experience, volunteer positions, and often times training beyond high school.

A job is something that you are involved in so you can earn money, usually during high school years. Jobs give you a chance to learn basic employment-related skills (for example, being on time, listening to supervisors, learning work-appropriate behavior and expectations, and working as a team) that will help you be more successful in your future career.



For example:

If you are interested in working with machines and have a goal to be a mechanic someday, a position as a greeter at Wal-Mart would be a job. Your Wal-Mart job is helping you earn money, but does not match your employment goals/interests leading to a career.

If you are interested in working with animals and would like to be a veterinary assistant, a position at a local pet store during high school would be a job leading to a career. This position is helping you learn skills and take necessary steps toward your employment goals/interests.

Just for fun…

Employment Goal: Training and caring for animals. List three jobs that would lead you to a career in this area?

1. _____

2. _____

3. _____

Questions Students Should Ask Their IEP Team Members or Support Network

The following are questions, recommended skills, and steps needed in planning for employment after high school. Check them off as you address each area.

Self Advocacy Skills

_____ Find ways to explain your disability. (How does your disability affect you at home? On a job?)

_____ Communicate your strengths related to job skills.

_____ Communicate areas you need to improve in related to job skills.

_____ Explain the best way for you to learn new things.

_____ Explain what accommodations or extra help you need to be successful (these are called "reasonable accommodations").

_____ Explain your legal rights (IDEA, ADA, Section 504).

_____ Be involved in your IEP meetings and share your interests and ideas about employment goals. Make sure transition plans are documented in your IEP.

Planning

_____ Complete a career interest inventory with your guidance counselor or teacher.

_____ Identify what types of career areas you are interested in. (For example, are you interested in working with people, working with information, or working with things?)

_____ Find out what knowledge and skills are needed for the careers in your interest area(s).

Job shadow in businesses.

Tour businesses.

Interview employers.

Interview a person who has the job/career you are interested in.

_____ Identify and list jobs that would lead to your career interest. You may have more than one career or interest area, and that is okay. Find information about each of your interest areas to determine the best career path.

_____ Find out how to get the knowledge and skills needed for the careers in your interest area(s).

Take certain classes needed.

Participate in work experiences through school.

Visit or write to the local technical college or university and get information about your career choice.

Visit or call adult service agencies to find out what they can offer will assist you.

Did you Know???

The single best predictor of employment success after high school is participating in work experiences in school.

Questions Students Should Ask Their IEP Team Members or Support Network (cont'd)

Experience

_____ Participate in at least one work experience by eighth grade based on your interests.

_____ Participate in at least one work experience each semester during high school based on your interests. (Note: your work experience should be in different work environments with different work tasks to help you identify what type of job you really want after high school.)

_____ Get a letter of reference/recommendation from your work experience employer.

_____ Update your career portfolio and resume.

Tip

Remember to get letters of recommendation from teachers, work experience supervisor, and employers.

Participate in many different work experiences to find out what your interests really are.

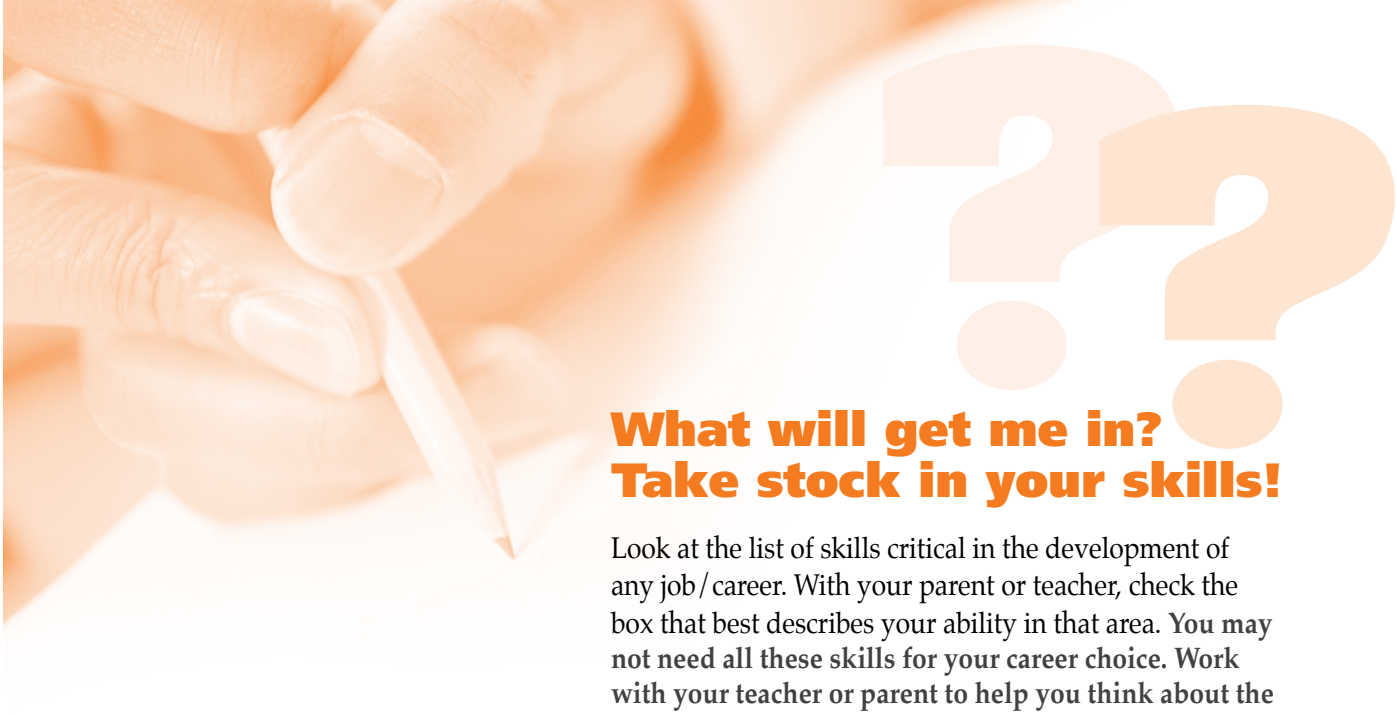
Keep a work experience log to record dates of experience, supervisor's name, company name, job duties.

Develop a list of questions you would want to ask an employer about the jobs available and skills needed.

Don't forget to update your career portfolio each year.

"Through job shadowing and high school work experiences, I learned such things as dealing with anger. I learned social skills and how to be a good worker."

-- 12th grade student with emotional behavioral disability



What will get me in? Take stock in your skills!

Look at the list of skills critical in the development of any job/career. With your parent or teacher, check the box that best describes your ability in that area. **You may not need all these skills for your career choice. Work with your teacher or parent to help you think about the skills you have and the skills you may need.**

Communication Skills	Yes, I have this skill	I need to work on this skill	I do not need this skill. Why?	How others see me
Reading and following directions				
Reading and understanding policies/memos				
Reading and understanding job ads				
Putting things in alphabetical order				
Comparing or cross checking two lists				
Checking written material for mistakes				
Filling out forms				
Typing/keyboarding				
Writing letters, memos, e-mails correctly				
Writing reports				

What will get me in? Take stock in your skills! (cont'd)

Communication Skills	Yes, I have this skill	I need to work on this skill	I do not need this skill. Why?	How others see me
Speaking to people you do not know				
Speaking standard English				
Speaking other languages				
Taking notes while someone is talking				
Finding information (research – getting what you need from the phone book, library, dictionary, Internet, and so on)				
Using a map (city, state, campus)				
Using a bus, train, plane schedule				
Explaining procedures to other people				
Asking for help, clarification, assistance when needed				
Calling to order or schedule things (ordering food or supplies, scheduling rides)				

Tip

You may not need all these skills for your career choice. Work with your teacher or parent to help you think about the skills you have and the skills you may need.

What will get me in? Take stock in your skills! (cont'd)

Number Skills	Yes, I have this skill	I need to work on this skill	I do not need this skill. Why?	How others see me
Doing math correctly (addition, subtraction, multiplication, division) **without** a calculator				
Doing math correctly (addition, subtraction, multiplication, division) **with** a calculator				
Using percentages and decimals **without** a calculator				
Using percentages and decimals **with** a calculator				
Using fractions				
Rounding off numbers				
Calculating hours worked, money owed, etc.				
Estimating costs and/or amounts of time needed to complete a job				
Using a database program on a computer				
Managing time and prioritizing work to complete a job in a timely manner				
Balancing checkbook or debit card account				
Preparing a budget				
Using measuring tools (ruler, tape measure, measuring cup)				

What will get me in? Take stock in your skills! (cont'd)

People Skills	Yes, I have this skill	I need to work on this skill	I do not need this skill. Why?	How others see me
Caring for children responsibly				
Caring for the elderly responsibly				
Showing care and concern				
Calming people down				
Helping people complete a task or job				
Teaching someone how to do something				
Knowing how to get along with different types of people and personalities				
Leading groups or activities				
Working as a team; contributing to group effort				
Working to satisfy customers/others				
Social Skills	**Yes, I have this skill**	**I need to work on this skill**	**I do not need this skill. Why?**	**How others see me**
Controlling my temper				
Working together/cooperating with others				
Expressing feelings constructively				
Accepting criticism/feedback				
Listening to others/following directions				
Explaining needs in polite manner				

What will get me in? Take stock in your skills! (cont'd)

Technical Skills	Yes, I have this skill	I need to work on this skill	I do not need this skill. Why?	How others see me
Making, fixing, and repairing things				
Operating machinery				
Installing things				
Building things				
Gardening, landscaping, snow shoveling				
Farming				
Drawing/creating blueprint or planning to build or fix things				
Choosing appropriate tools or equipment				
Fixing computers				
Applying technology to solve problems				
Business Skills	**Yes, I have this skill**	**I need to work on this skill**	**I do not need this skill. Why?**	**How others see me**
Using a computer (database, word processor, e-mail, Internet)				
Using a business telephone				
Filing, sorting, classifying information				
Balancing a checkbook				
Developing and working on a budget				
Setting up and closing out a cash register				
Negotiating agreements with others				

What will get me in? Take stock in your skills! (cont'd)

Management and Self-Management	Yes, I have this skill	I need to work on this skill	I do not need this skill. Why?	How others see me
Being patient with others				
Maintaining a cheerful attitude				
Getting interested/excited about the task at hand				
Offering help to others				
Knowing how to take directions				
Motivating yourself to accomplish what needs to be done				
Helping motivate others to get the job done				
Prioritizing tasks so the larger goal is met on time				
Following rules				
Presenting a neat and professional image				
Accepting criticism/feedback from others				
Checking and correcting own work				
Working hard without complaining				
Using courtesy when dealing with others				
Seeking to help when needed				
Taking initiative (finding other things to do when work is done)				
Being eager to learn				
Speaking up for yourself				
Solving problems				

Adapted from Life Skills Education, Inc., Pamphlet #9029 (1998)

What will get me in? Take stock in your skills! (cont'd)

Look at each category and identify one or two things you are ***best*** at – these are the skills around which you can begin building your career:

Communication Skills:

1. _____

2. _____

Number Skills:

1. _____

2. _____

People Skills:

1. _____

2. _____

Technical Skills:

1. _____

2. _____

Business Skills:

1. _____

2. _____

Management and Self-Management Skills:

1. _____

2. _____

It is also important to know what skills you need to work on. List the three skills you are ***lacking*** for your chosen career and who can help you learn those skills:

1. _____

2. _____

3. _____

Other Things to Keep in Mind...
Tips for your Job Search

Use **personal contacts** to find out about possible job opportunities. Personal contacts could be friends, family, former co-workers or employers, members of your religious organization, or local community members such as doctors, physical therapists, counselors, members of professional organizations or social clubs, etc.

Use a **direct approach** by going from one employer to another. You may need to visit or telephone many places of employment about present or future job openings.

Use the **public library, Job Service or the Internet** (local libraries will have computers to access the Internet) to get employment information in your area.

Independent Living Centers or **adult service agencies** may provide employment leads and job club services to individuals with disabilities.

Classified ads found from your local newspaper, local bulletin boards, or local magazines may be useful. Use computerized listings of job banks from various businesses.

Go to your local **Job Center** or **Job Service** to find listings of businesses hiring.

Local **university** or **technical college** may have job postings.

Volunteer activities can sometimes lead to paid employment and can provide good work experience to include on a resume.

Temporary staffing agencies may lead to permanent employment and can provide good work experience to include on a resume.

Attend **job fairs** in your area where businesses gather to meet potential candidates.

These are just a few strategies that may help you find a job, but there are many more. Talk with your parents, teachers, and guidance counselors about more ideas.

After looking at current skills and being involved with business tours, job shadowing activities, and work experiences, "One thing comes to mind when you are talking about people in a business. That is that there is no 'I' in team. A team is what you need to have a successful business. You must work with people even though you may not like them all the time."

-- 11th grade student with a learning disability

Tip

Talk with your teacher/guidance counselor to find out what courses you can take to work on the skills you need for your career choice.

Talk with your teacher/guidance counselor to find out what you can do in school and at home to work on the skills you need for your career choice.

Use your own personal network – what employers do you and your family know who could help you out?

Look for jobs available in your area (see website list).

Other Things to Keep in Mind...Tips for Applying for a Job

Before you start looking for a job, it is important to take time to decide what you want to do. Even if you do not have any paid work experience, there are many possible jobs out there for you. For example, if you love animals, check with local veterinarian offices to see if they are hiring, or if they have some volunteer opportunities. If you'd prefer working with children, check with your local YMCA (many have after-school child care programs and summer camps) or child care centers. Fast food restaurants and retail stores often hire employees without experience and are willing to train new employees.

Online Applications

Many businesses now have applications online. Here are some tips for applying online.

Use a subject line. The subject line you use will depend upon the job you are applying for. If the job posting has a code or job title associated with it, place it in the subject line. If you are e-mailing a business to find out if they have any job openings, put "job openings" in the subject line.

Follow the instructions provided with the job posting. A lot of job postings give you specific directions for applying online. They probably do so to streamline the application process, so help them out and show you are capable of following instructions.

Include a cover letter in the message. This is your chance to get the employer's attention. Address it to the appropriate person. Introduce yourself and highlight how your skills are exactly what they are looking for. Some systems automatically reject attachments so it is generally a good idea to include your resume in the body of your e-mail.

Include your resume in the e-mail instead of as an attachment. Some systems automatically reject attachments so it is generally a good idea to include your resume in the body of your e-mail. If you decide to follow this rule, take a look at the next point.

Format your resume appropriately. Take some time to make sure your resume is formatted correctly within the e-mail. A resume that is not formatted correctly, or unreadable, will most likely be deleted.

Tip

If you have had a serious run-in with the law, find out what you need to report on a job application.

You may want to ask someone for help in completing the online application.

If there is a test, you may need to also ask for help.

When you apply for a job, you are often asked to complete an application for employment. You may be asked to complete a paper application, even if you have already submitted a resume and cover letter.

It is important for your job application to be complete, correct (no errors), and neat (no cross outs). Here is the information you will need to complete an application for employment as well as tips and suggestions for writing applications that make a great impression.

Personal Information

- Name
- Address
- City, State, Zip Code
- Phone Number
- Social Security Number
- Eligibility to work in the United States
- Felony convictions
- If under age, working paper certificate

Education

- Schools/Colleges Attended
- Major
- Degree/Diploma
- Graduation Dates(s)

Other Things to Keep in Mind...Tips for Applying for a Job (cont'd)

Position Applied For Information

- Title of the job; hours/days available to work
- When you can start work

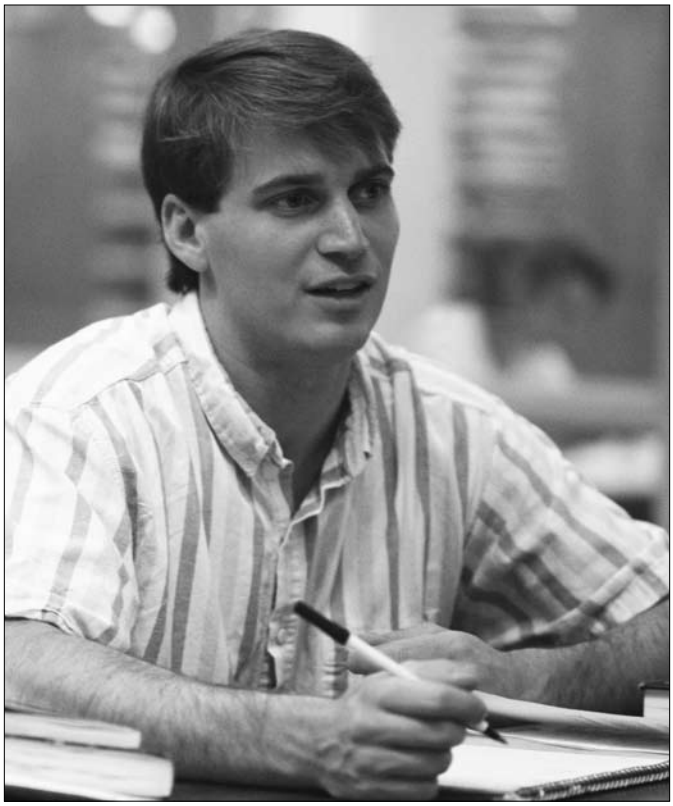
Employment Information

- Names, addresses, phone numbers of previous employers
- Supervisor's name
- Dates of employment
- Salary
- Reason for Leaving

References

- List three references - names, job title or relationship, addresses, phone numbers

Resume (if you have one)



Tip

Use a **data card** (see next page) to make sure you have all the information you need for your application.

Don't leave anything blank. If you don't know the details, bring the application home and return it when it's completed.

Write **clearly and neatly,** using black or blue ink.

Check for spelling and grammar. **Proofread** your job application before turning it in.

List your **most recent job first**.

List your **most recent education first.** Include vocational schools and training programs as well as college and high school.

References don't necessarily have to be professional. If you have volunteered, you can use members of the organizations you have helped or if you are a student, use your teachers. **Always ask for permission before using someone as a reference**.

Don't forget to **sign your application!**

Personal Data Card

Personal Data Card

Name _____

Address _____
Street City State Zip

Social Security Number _____ Birthdate _____

Education

School _____

Courses completed _____ Graduation Date _____

School _____

Graduation Date _____ Special Training _____

Work Experience

Company Name _____

Address _____

Dates of Employment From: _____To:_____ Supervisor _____ Phone _____

----------**Fold**----------

Work Experience

Company Name _____

Address _____

Dates of Employment: From: _____To:_____ Supervisor _____ Phone _____

References

Name _____ Relationship _____

E-mail _____ Phone _____

Name _____ Relationship _____

E-mail _____ Phone _____

Emergency Contact Name _____ **Phone** _____

Sample Employment Application

Sample Employment Application

Name _____ Social Security Number _____

Address _____

City _____ State _____ Zip _____

Home Phone _____ E-mail _____

Employment Data

Position Applied for _____ Date Available _____

What is your availability for work? Full time _____ Part time _____

Day shift _____ Night shift _____ Weekends _____

Would you like to be considered for temporary employment? Yes _____ No _____

Have you been previously employed with this company? Yes _____ No _____. If yes, explain _____

_____

Are you related to anyone now working with this company? Yes _____ No _____

If yes, please identify the person(s) and how you are related _____

_____

Have you ever been convicted of a felony? Yes _____ No _____ If yes, describe briefly, including date(s).

_____

_____

Educational Data

Name and Address of School	Major/Degree	Degree	Date
High School			
College			
Grad School			
Tech/Business School			

Office Machines and Work Skills

- ❑ Word Processor
- ❑ Personal Computer
- ❑ Microsoft Word Software (specify) _____

_____

- ❑ Other Software _____
- ❑ Maintenance/Cleaning machinery (specify) _____

_____

- ❑ Other skills/qualifications (specify) _____

_____

Sample Employment Application (cont'd)

Work History
List below your employment history beginning with your most recent position.

1. Employer _____ From _____ To _____
Address _____ Salary/Wage _____
Job Title _____ Work Performed _____
Supervisor _____ _____
Reason for Leaving _____

2. Employer _____ From _____ To _____
Address _____ Salary/Wage _____
Job Title _____ Work Performed _____
Supervisor _____ _____
Reason for Leaving _____

3. Employer _____ From _____ To _____
Address _____ Salary/Wage _____
Job Title _____ Work Performed _____
Supervisor _____ _____
Reason for Leaving _____

Personal References

Name	Address (street, city, state, zip code)	Phone (include area code)

Application Agreement

All statements made on this application are true and correct. I understand any false statements made on this application or any other employment material would eliminate me from further consideration for employment, or if employed, would be grounds for my termination. My signature below represents my authorization to obtain from my former employer(s), and for my former employer(s) to release, work-related information regarding my qualifications for any employment for which I might be considered. I understand that, if employed, I can resign at any time and for any reason and that this company may release me at any time for any reason.

_____

Applicant Signature **Date**

Other Things to Keep in Mind... Tips for Interviewing

Attitude is the most important aspect of interviewing. Practice your firm handshake. You can show your positive attitude in the way you present yourself. Tell the interviewing team when, where, and how you have put forth extra effort above and beyond the call of duty.

Dress for success. Wear clean clothes and shoes, well-groomed hair, clean/trim nails, minimal cologne or perfume, empty pockets (no bulges or noisy change), no chewing gum, no visible body piercing (remove them before interview).

Nonverbal communication. Maintain **eye contact**. If you look away while listening, it shows lack of interest and a short attention span. If you look away while speaking, it shows lack of confidence in what you are saying and may send the subtle message that you are lying. If you find it hard to keep eye contact, look at their nose! Be aware of your facial expressions, such as wrinkling your nose or furrowing your eyebrows. **Posture** shows your confidence. Stand tall, walk tall, and most of all, sit tall. Recognize the boundaries of **personal space**.

Turn off your cell phone! Better yet, leave your cell phone at home.

Be prepared to talk about your experience and why you are the best candidate for the job. Why should the employer hire you over someone else? Talk about your experience (paid employment, volunteer work) and why you would be the best person for the job.

Decide if you want to **disclose your disability**. List your disability-related needs; what needs related to your disability may need accommodations for you to be successful? Be able to explain your disability in relation to the job duties.

Tip

Have a mock interview with your teacher, parent, or employer to get tips on how you can do a better job.

Make a list of questions to ask the employer during the interview to show your interest.

The decision to disclose your disability and when to do so may be the single most important consideration in your job search. This is a personal decision that has to be made for each job lead you pursue and will be based on the nature of your disability and your knowledge of the prospective employer.

Check out the 411 Disclosure Handbook at www.ncwd-youth.info/resources_&_Publications/411.html

Did you Know???

You can find out about the labor market in your area by searching the Internet. Ask your teacher or guidance counselor to help you find the information for your area.

Ten Golden Rules to Keeping a Job

1. **Be on time.** If you are going to be late, call your supervisor and let them know when you will be in and why you will be late. When you get to work, apologize for being late and offer to stay later to complete your work.

2. **Have good attendance.** Do not call in sick often. Try to come to work whenever you are scheduled. If you are sick, make sure you call your employer early so a replacement can be called, if needed.

3. **Be neat and tidy.** Shower or take a bath before going to work. Make sure to wash your hair and use deodorant. Make sure your clothes are clean.

4. **Complete your work every day**. Finish your job every day. Do not leave things until the next day. If you cannot finish your work, make sure your supervisor knows. Take the initiative to do extra work when your job is done.

5. **Be a good communicator.** Make sure you are clear in what you say. Listen to what you are being told. If someone corrects you on the job, say thank you and change how you are working.

6. **Follow the rules of the workplace.** Make sure you review your handbook and know the rules for calling in sick, taking tips from customers, or coming in late. Know what your supervisor expects from you.

7. **Be a good team player and be nice to others.** Work well with others. Be cooperative and help others when they need help. Co-workers will want to help and work with you if you are nice to them. For example, find out when their birthday is and wish them a happy birthday on that day. You need to get along even if you don't like your co-workers.

8. **Ask for help.** If you do not understand part of your job or cannot complete your job, ask your supervisor or co-worker for help.

9. **Diversity is good.** Be understanding of differences in other people; co-workers, supervisors, and customers.

10. **Be nice to others. Work hard and get ahead.**

After a semester of work experience in a retail store, "I wasn't good around people and look at me now, I work well with customers."

-- 11th grade student with learning and emotional behavioral disabilities

Jobs Leading to Careers

OCCUPATION	AVERAGE ANNUAL RANGE	BENEFITS	TRAINING NEEDED	HOURS
Interested in Working with Animals				
Dog Walker at Vet Office	Minimum Wage	No	On the Job	2 to 5 hours per week
Veterinary Technician	$18,866 to $27,435	Possibly	1 to 2 years Technical College Degree	Irregular Hours and Weekend Work
Veterinarian	$48,173 to $85,030	Yes	4 years University plus Veterinary School	Irregular Hours, Overtime Work, and Weekend Work
OCCUPATION	**AVERAGE ANNUAL RANGE**	**BENEFITS**	**TRAINING NEEDED**	**HOURS**
Interested in Working with Kids				
Babysitter	Minimum Wage	No	On the Job	2 to 10 hours per week
Teacher Aide	$14,456 to $22,838	Possibly	Technical College	Irregular Hours
Teacher	$25,000 to $35,000	Yes	University Degree	8 hours per day for 9 months
OCCUPATION	**AVERAGE ANNUAL RANGE**	**BENEFITS**	**TRAINING NEEDED**	**HOURS**
Interested in Working with Computers				
Data Entry Keyer	$18,470 to $26,437	No	High school (GED) plus On the Job Training	Regular Working Hours and Limited Travel
Computer Equipment Repairer	$25,438 to $41,662	Possibly	1 to 2 years Postsecondary Training	Irregular Hours and Weekend Work
Computer Programmer	$46,155 to $77,834	Yes	Bachelor's Degree	Irregular Hours and Overtime Work
OCCUPATION	**AVERAGE ANNUAL RANGE**	**BENEFITS**	**TRAINING NEEDED**	**HOURS**
Interested in Working with Math				
Cashier	$13,146 to $17,680	No	High school plus On the Job Training	Irregular Hours and Weekend Work
Mathematical Technician	$48,530	Possibly	Associate's Degree (2 year degree)	Regular Working Hours and Limited Travel
Accountant	$35,838 to $59,592	Yes	Bachelor's Degree	Overnight Travel and Overtime Work

Jobs Leading to Careers (cont'd)

OCCUPATION	AVERAGE ANNUAL RANGE	BENEFITS	TRAINING NEEDED	HOURS
Interested in Working with Science				
Science Tutor	Minimum Wage	No	On the Job	3 to 8 hours per week
Medical/Clinical Laboratory Technician	$23,338 to $35,610	Possibly	Associate's Degree (2 year degree)	Rotating Shift Work and Weekend Work
Surgeon	$145,600 to $203,510	Yes	Bachelor's Degree plus Medical School	Irregular Hours, Overtime Work, and Weekend Work
OCCUPATION	**AVERAGE ANNUAL RANGE**	**BENEFITS**	**TRAINING NEEDED**	HOURS
Interested in Working in a School System				
After-school Activities Coordinator	Minimum Wage	No	On the Job	2 to 4 hours after school, 5 nights per week
Dietetic Technician	$16,640 to $28,350	Possibly	1 to 2 years Postsecondary Training	Regular Working Hours and Limited Travel
Principal	$56,950 to $84,781	Yes	Master's Degree	Irregular and Weekend Hours
OCCUPATION	**AVERAGE ANNUAL RANGE**	**BENEFITS**	**TRAINING NEEDED**	**HOURS**
Interested in Working with the Law				
Police Detective	$38,334 to $64,813	Yes	High school (GED) plus On the Job Training	Overtime Work, Rotating Shift Work, and Weekend Work
Legal Secretary	$27,206 to $43,701	Possibly	1 to 2 years Postsecondary Training	Regular Working Hours and Limited Travel
Lawyer	$60,299 to $133,536	Yes	First Professional Degree	Irregular Hours, Overnight Travel, and Overtime Work

Jobs Leading to Careers (cont'd)

OCCUPATION	AVERAGE ANNUAL RANGE	BENEFITS	TRAINING NEEDED	HOURS
Interested in Working with Art				
Actor	$13,894 to $42,120	No	High school plus On the Job Training	Irregular Hours, Overnight Travel, Overtime Work, and Weekend Work
Photographer	$17,264 to $33,883	Possibly	1 to 2 years Postsecondary Education	Irregular Hours and Overnight Travel
Curator	$25,064 to $46,966	Yes	Master's Degree	Overnight Travel
OCCUPATION	**AVERAGE ANNUAL RANGE**	**BENEFITS**	**TRAINING NEEDED**	**HOURS**
Interested in Working with Music				
Musician	$19,739 to $60,861	No	High School plus On the Job Training	Irregular Hours, Overnight Travel, Weekend Work
Studio Technician	$17,000 to $25,000	Possibly	1 to 2 years Postsecondary School	Regular Working Hours and Limited Travel
Music Director	$21,778 to $49,088	Yes	Bachelor's Degree	Overnight and Travel
OCCUPATION	**AVERAGE ANNUAL RANGE**	**BENEFITS**	**TRAINING NEEDED**	**HOURS**
Interested in Working with Sports				
Sports Instructor	$16,307 to $37,565	No	High School plus On the Job Training	Irregular Hours, Seasonal Work, and Weekend Work
Physical Therapy Assistant	$29.890 to $42,037	Possibly	Associate's Degree	Weekend Work
Athletic Trainer	$26,416 to $41,974	Yes	Bachelor's Degree	Irregular Hours, Overnight Travel, and Weekend Work

- Annual salary average ranges, benefits, and hours may vary greatly depending on skills and specific employer.
- Associate Degrees are earned typically at technical colleges.
- Some technical college courses may transfer toward Bachelor's Degree programs.

Information from www.access.bridges.com

Created by: Rachel Beckman, 2004

Career Survey Worksheet

OCCUPATION	AVERAGE ANNUAL RANGE	BENEFITS	TRAINING NEEDED	HOURS
Interested in _____				

OCCUPATION	AVERAGE ANNUAL RANGE	BENEFITS	TRAINING NEEDED	HOURS
Interested in _____				

Career Survey Worksheet (cont'd)

OCCUPATION	AVERAGE ANNUAL RANGE	BENEFITS	TRAINING NEEDED	HOURS
Interested in _____				

OCCUPATION	AVERAGE ANNUAL RANGE	BENEFITS	TRAINING NEEDED	HOURS
Interested in _____				

My Career Plan

1. I plan to finish high school by _____
2. While in high school, I plan to complete:
   a. An apprenticeship program in _____
   b. A vocational technical program in _____
   c. A college preparation program
   d. Other _____
3. Jobs I am interested in:
   a. _____
   Why _____
   b. _____
   Why _____
   c. _____
   Why _____
4. I will be looking for a job that:
   a. pays at least $ _____
   b. offers good benefits (health/dental/life insurance, vacation)
   c. offers opportunity for more training
   d. offers opportunity for promotion
   e. allows me to use my interests and skills
   f. Other _____
5. I am willing to take a job that is:
   a. within a 1 mile from my home
   b. within a 10 miles from my home
   c. within a 25 miles from my home
   d. anywhere in the state
   e. anywhere in the United States
   f. Other _____
6. In my search for job openings, I will use the following strategies and networks:
   (use separate sheet of paper)

Accommodations and Assistive Technology on the Job

What is a job accommodation?

Job accommodations allow a person with a disability to perform the different tasks of a job. Accommodations may include changes to the work area, specialized equipment, or changes in how the job is completed. This accommodation process is referred to as assistive technology (AT).

What accommodations are employers required to provide?

Federal and Wisconsin laws require that employers make accommodations for employees with disabilities so they can complete a job. Most employers are also required to provide accommodations to workers so they can perform essential functions (main duties) of the job. Examples of accommodations that may be provided include:

- A computer which provides a voice reading of the computer screen so a blind person can also "read" what is on the computer monitor.
- Raising the workstation to accommodate a wheelchair.
- An ergonomic chair increasing the comfort of a worker with a back injury.
- An alternate keyboard to reduce stress causing carpal tunnel syndrome.
- Allowing a person to use personal accommodations, such as a seeing eye dog, while on the job.
- Making a restroom wheelchair accessible for a worker who uses a wheelchair.

Accommodations are also required to allow a person with a disability equal access to the process of applying for work. This could include:

- Allowing you to take an application home to complete so you have more time or can get help in writing out your responses.
- A sign language interpreter during a job interview.
- If you are a person with a learning disability, having a pre-employment test read to you.

How can you decide if you need an employment accommodation?

If you can do all the essential functions (main requirements) of a job, with or without an accommodation, you are considered a qualified applicant or employee. If you need an accommodation to perform some of these essential functions, most employers would have a responsibility to provide that accommodation. The best method to determine what this accommodation should be is to work with your employer to determine what functions need to be accommodated and how this may occur.

Accommodations can take many forms. A change in schedule, modifying how you do the job, or assistance from another employee would also be possible accommodations along with specialized equipment and devices.

How do you decide on needed AT?

The solution to remove barriers is determined by the employer. Hopefully, the employee and possibly an AT Specialist would be involved in the process. The solution may increase the functional capacity of the worker, modify equipment and environment, or alter the activity being performed.

Resources

Funding

While many accommodations are not costly some can be. The employer may be required to pay the costs of providing the accommodation. The state vocational rehabilitation agency may also assist in covering the costs and/or provide technical assistance to you and your employer in determining appropriate accommodations.

Information and Technical Assistance

If an assessment is needed to determine what accommodation would be best, an Assistive Technologist can assist in making this decision. The Assistive Technologist also can assist in setting up the accommodation and training the employee and employer to use it. A list of certified Assistive Technology Practitioners is available, by state, at www.Resna.org.

Funding and Resources

The following agencies and programs are available to assist you in seeking employment. They provide assistance and funding for your employment related activities.

Division of Vocational Rehabilitation. The Wisconsin Division of Vocational Rehabilitation (DVR) is a federal/state program designed to assist individuals with disabilities to obtain, maintain, or improve employment. As part of this program, DVR provides assistance to high school students who are in the transition process. DVR provides transition technical assistance to students, parents, and teachers. DVR can provide other services to students who are eligible and in an active category. Some of these services include:

- Guidance and Counseling
- Finding and Keeping a Job
- Assistive Technology
- Training

DVR usually serves individuals with the most severe disabilities first. DVR services includes short-term employment/vocational assistance. DVR may assist in providing accommodations to assist you in preparing for employment and at the jobsite. Individualized placement services can be arranged to assist you in seeking employment.

Community Integration Program/Community Options Program (CIP/COP) or County Funds. If long-term support is necessary, funding comes from the county the individual lives in. Be sure to meet with county service providers at least two to three years prior to exiting high school. Learn how your county provides services and what steps you need to take in order to receive support.

Social Security Work Incentives. Individuals receiving Supplemental Security Income Benefits (SSI) and/or Social Security Disability Benefits (SSD) may be able to pay for their employment needs through Social Security benefits.

- Plan for Achieving Self Support (PASS)
- Impairment Related Work Expense (IRWE)

Private Pay. Some families put money aside for vocational services as they would for postsecondary education. Individuals can then choose the provider to work for them in helping find and maintain employment in the community.

Job Centers. Your local Job Center can assist you in finding job openings and funding for work experience programs. The Disability Navigator can assist in connecting you with other needed services: www.dwd.state.wi.us/dwd/newsreleases/2003/073003.htm)

Remember, unlike the K-12 school system where you are entitled to services, the adult service system is based on specific criteria determining eligibility for services. Be prepared and be a wise consumer! Attend transition nights at your local school, visit adult service providers, and complete necessary paperwork as soon as you are able to.

Helpful Employment – Related Websites

Point of Entry Manual. In the state of Wisconsin, each area has a Point of Entry Manual for transition which will help you find adult service agencies to help you in your job search. http://www.wsti.org/

Wisconsin Governor's Committee on Employment of People with Disabilities. The Governor's Committee was established to improve employment opportunities for people with disabilities. The group's mission was broadened in 1976 to cover many aspects of disability in Wisconsin, and the group became the Governor's Committee for People with Disabilities (GCPD). Unlike other disability councils in state government, the focus of the Governor's Committee includes all disabilities. http://www.dhfs.wi.gov/Disabilities/Physical/gcpd.htm

Job Accommodation Network (JAN). JAN is a free consulting service designed to increase the employability of people with disabilities by 1) providing individualized worksite accommodations solutions, 2) providing technical assistance regarding Americans with Disabilities Act (ADA) and other disability related legislation, and 3) educating callers about self-employment options. http://www.jan.wvu.edu

Association for Persons in Supported Employment (APSE): The Network on Employment. This is a membership organization formed in 1988 as the Association for Persons in Supported Employment to improve and expand integrated employment opportunities, services, and outcomes for persons experiencing disabilities. http://www.apse.org

Great Lakes ADA and Accessible IT Center. http://www.adagreatlakes.org

Job Net. http://www.dwd.state.wi.us/jobnet/mapwi.htm

Wisconsin Department of Workforce Development. http://www.dwd.state.wi.us/

America's Job Bank. http://www.jobbankinfo.org/

Career Builder. http://www.careerbuilder.com/

Employment Guide. http://www.employmentguide.com/

Yahoo Hot Jobs. http://hotjobs.yahoo.com/

TeamChild. http://www.teamchild.org/

National Information Center for Children and Youth with Disabilities. http://www.nichcy.org/enews/foundations/employment101.asp

U.S. Department of Labor. http://www.dol.gov/

Wisconsin's JobNet. http://www.wisconsinjobcenter.org/

Career Cruising. http://www.careercruising.org/

CareerConnect, the American Foundation for the Blind (CAFB). CareerConnect takes you through the process of examining what you have to offer an employer and exploring careers, offers tips on finding a job, getting hired and making that job work for you, and gives you information on technology to assist you in your job. You can even build your resume online in My CareerConnect and search for a volunteer mentor to offer some guidance as you go through your exploration and search. http://www.afb.org/

Disability Info. This site is sponsored by several agencies and departments and provides one-stop access to information resources important to the disabled. This includes employment, education, housing, transportation, health, income support, civil rights, and much more. It is easy to use and well organized and each area includes several resources designed to help you. http://www.disabilityinfo.gov/

Entry Point! This program of the American Association for the Advancement of Science (AAAS) offers students with disabilities outstanding internship opportunities in science, engineering, mathematics, computer science, and some fields of business. Application and program information is available on the site. http://ehrweb.aaas.org/entrypoint/apply.htm

National Business and Disability Council (NBDC). The NBDC is the leading national corporate resource on all issues related to the successful employment and integration of individuals with disabilities into America's workforce. They offer a job lead database and a free resume database open to all college graduates with disabilities. http://www.nbdc.com/index.aspx

Appendix

Occupational Clusters

These are career clusters put together by the U.S. Department of Labor. Are your career choices listed?

Administrative Support
Bookkeeper
Mailroom
Receptionist
File Clerk
Data Entry
Other _____

Agricultural and Forestry
Farmer
Gardener/Florist
Forestry Technician
Other _____

Construction
Carpenter
Mason/Bricklayer
Electrician
Ironworker
Other _____

Technicians and Technologists
Legal Assistant
Television/Radio Technician
Web Designer
Drafter
Other _____

Production
Laboratory Technician
Jeweler
Tool-and-Die Maker
Machinist
Other _____

Service
Firefighter
Law Enforcement
Waiter/Waitress
Cook/Chef
Day Care Worker
Other _____

Mechanic and Repairs
Auto Mechanic
Telephone/Cable Installer
Computer Technician
Plumber
Other _____

Health Diagnosing and Treating
Dental Assistant
Lab Technician/Aide
Hospital/Nursing home aide
Veterinarian
Other _____

Pharmacists, Dieticians, Nurses,
Therapists and Physicians
Dietician/Dietician Aide
Pharmacist Aide
Nurses Aide
Other _____

Health Technology
Dental Hygienist
X-Ray Technician
Emergency Medical Technician
Other _____

Appendix

Occupational Clusters

Writers, Artists, Entertainers
Actor
Photographer
Musician
Dancer
Graphic Designer
Other _____

Teachers, Librarians, and Counselors
Library Aide
Teachers Aide
Rehabilitation Counselor
Other _____

Managerial and Administrative
Accountant
Bank Worker
Medical Records Worker
Other _____

Engineers, Surveyors and Architects
Architect
Surveyor
Engineer
Other _____

Social Scientist, Social Workers,
Lawyers, and Religious Workers
Law clerk
Psychologist
Social Worker
Clergy
Other _____

Marketing and Sales
Cashier
Insurance agent
Sales person
Other _____

Transportation
Bus/Cab driver
Pilot
Chauffeur
Truck Driver
Other _____

Equipment Cleaners, Helpers,
Handlers, and Laborers
Car Detailer
Shipping Packer
Construction laborer
Janitor
Other _____

Natural Scientist and Mathematicians
Actuary
Food Technologist
Geologist
Biologist
Other _____

Military
Communications
Intelligence
Infantry
Other _____

Appendix

Questions to Ask Supported Employment Providers

1. What are the eligibility requirements for services?
2. How do I apply for services?
3. Does your agency have a waiting list? If yes, how long?
4. What services do you provide?
   a. Assessment Yes No
   b. Job development Yes No
   c. Job support Yes No
   d. Training classes Yes No
      i. Specify type(s) _____
      ii. Are they group classes?
      iii. Are they individual classes?
   e. Transportation Yes No
      i. Type of transportation _____
   f. Community Recreation Yes No
   g. Community Access Yes No
   h. Advocacy Yes No
   i. Other _____
5. Are your services time-limited? Please explain.
6. Are there ways your agency and local schools can work together to ensure a smooth transition?
7. If I need job accommodations or assistive technology, do you provide these services?
8. If I graduate with a job, would it be easier to provide services than if I still need support to find and learn a job?
9. How many staff work in your agency?
   a. How many clients does each staff member have?
10. What if I lose my job? Will I stay with your agency?
11. How long does it generally take to assist someone in getting a job?
12. What is the average pay for clients who get jobs through your agency?
13. What is the retention rate in jobs for clients who get jobs through your agency?
14. Does your agency work with anyone interested in working regardless of his/her disability?
15. Does your agency provide support before 9:00 am and after 5:00 pm? On weekends?
16. Does your agency find permanent jobs in the community?
17. How does your agency determine what a good job is for clients?
18. How does your agency terminate services?
19. Does your agency provide benefits counseling (if I receive social security income [SSI] or social security disability benefits [SSD]? http://www.social-security-disability-claims.org/
20. Does your agency look at advancement in jobs beyond entry-level work?
21. How do you obtain input and maintain communication with the client and family members?
22. Can I get a tour of your agency?
23. Can I talk with some individuals with disabilities who have used your services?
24. Do you have literature?
    a. Brochure
    b. Website
    c. Other literature

Developed by Laura Owens, Ph.D./2003

Appendix

Questions to Ask Community Rehabilitation Providers

1. What are the eligibility requirements to participate?
2. What are the skill requirements (e.g., physical strength, speed of work, and ability to perform the job)?
3. How do I apply to participate?
4. Does your agency have a waiting list? If yes, how long?
5. What types of jobs do you provide?
6. Do you provide other services? If so, what?
7. How many hours a day do clients work?
8. What are wages based on (e.g., hourly rate, productivity, quality)?
9. How is pay determined?
10. What is an average weekly or bi-weekly pay check?
11. Are there any benefits (e.g., vacation, sick time, etc.)?
12. Are there a variety of work tasks or duties?
13. Can clients make choices about work tasks or duties?
14. What is the ratio of client to staff supervision?
15. What types of disabilities do clients have who work in the program?
16. What is the age range of clients who work in the program?
17. Do you provide transportation? If yes, what is the transportation (e.g., bus, van)? Are there costs for transportation?
18. Are clients helped to move to community-based supported employment? If yes, how?
19. What is the average length of time a client stays in the sheltered workshop?
20. How does your agency terminate services?
21. How do you obtain input and maintain communication with the client and family members?
22. Can I get a tour of your agency?
23. Can I talk with some individuals with disabilities who have used your services?
24. Do you have literature?
    a. Brochure
    b. Website
    c. Other literature

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This publication is available from:
http://dpi.wi.gov/sped/transition.html

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