



Opening Doors to Employment

Planning for Life After High School

A Handbook for:

- ▶ Students
- ▶ School Counselors
- ▶ Teachers
- ▶ Transition Coordinators
- ▶ Parents/Guardians

Message from State Superintendent of Public Instruction Tony Evers, PhD



Opening Doors to Employment

All students deserve to graduate from high school feeling hopeful about their future and ready for further educational opportunities and the workforce. It is our mission to prepare Wisconsin's students to become contributing members of their communities and the world by connecting youth to the resources necessary for a successful transition.

For students with disabilities, this can be accomplished with comprehensive advance planning for life after high school. The purpose of this handbook, *Opening Doors to Employment*, is to assist youth and their families to navigate through this planning process.

This handbook has been created to provide guidance to you, your parents, school counselors, and others on your Individualized Education Program (IEP) team in developing your employment goals. Employment is not a privilege but a right for all youth who have a desire to work. As you prepare academically for your future, it is critical to plan vocationally as well.

This 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, you have many people who will support you in your planning, but, in the end, you will make the decisions. Being well informed and well prepared will help ensure you have a happy and successful life after high school.

Good luck as you continue to plan your future!

Tony Evers, PhD
State Superintendent

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Overview of Transition To Employment

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 knowledge and skills as required for their career choices (see *Opening Doors to Postsecondary Education and Training*). Some students will go into the military. Students with disabilities have all these options too.

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

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

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

- Know your interests.
- Know your strengths.
- Know the areas you need to work on.
- 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 knowledge and skills are needed for careers you are interested in.

Although eighth, ninth, and tenth grades may seem early to be thinking about life after you leave high school, it is important to begin planning for your life after graduation. You may want to continue your education (see *Opening Doors to Postsecondary Education*) or enter the workforce. Both of these options require career exploration and research. Most schools offer classes on career and technical education and opportunities for work experiences. Make sure you are included.

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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 books to borrow from the library).
- 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.
- Build self-confidence and self-esteem.
- Work as a team and share responsibilities.

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.
- Create a 'MiLOCKER' at www.wicareerpathways.org.
- 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). For example, create 'MiLOCKER' on www.wicareerpathways.org.
- Continue to build self-confidence and self-esteem.
- Develop problem solving and critical thinking abilities.

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).
- Practice taking online screening tests.
- Find out about jobs and learn more about specific career paths.
- Meet volunteer mentors from a wide range of careers.
- Research further education and training for specific careers.
- Identify people/classes that will help you with your career goal.
- Take classes that relate to your career goal.
- Make copies of work-related documents (social security card, birth certificate, work permit).
- Contact the Division of Vocational Rehabilitation (DVR) at least two years prior to leaving school.
- 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 your high school or on the Internet.
- Use resources and tools to explore career clusters, pathways, and careers on www.wicareerpathways.org.
- Continue to update your career portfolio.

Exploring Employment/Career Options (Grades 11-12)

- Re-examine your needs, preferences, interests, and skills with regard to careers based on your work experiences.
- Learn about education and/or training requirements in your career area of interest.
- Use www.wicareerpathways.org 'learn more' websites, My Next Move and Wisconsin Worknet, to research labor market information and job outlooks.
- 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 a work-based learning program with your high school (e.g., internships, work experience programs, skill standard certificate programs, service learning, apprenticeship programs).
- 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 update your career portfolio.

For more information on Least Restrictive Environment (LRE) and transition work placements, see Appendix, page 43.

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 and explore.

The goal for all special education students is that you will graduate prepared to get and keep a job and enjoy all the benefits of inclusive, integrated employment. That means working part time or full time in the general workforce, earning at least minimum wage, on the payroll of a business in your community.

Every community, regardless of size, has a variety of businesses that have many different types of jobs and business needs. The key is knowing your interests and skills, and then identifying the businesses in your community where those interests and skills would be most valued. Success in employment is about using your abilities. By focusing on this, you will be able to identify which employers to contact. Your first business contact may be done by asking for a tour (sometimes called an informational interview). You may also ask a business if you can job shadow an existing employee to learn more about specific jobs in that company. After you get more information about a business, you may ask for an internship opportunity. Doing all this groundwork will enable you to make a good employment choice for yourself and will also show the company what you've got to offer before you ask or apply for a permanent job.

There are different types of employment options. You should talk with your parent(s)/guardian(s), teachers, and school counselors to find out which is the best choice for you.

- **Competitive Employment** is work performed in the most integrated setting possible. (Integrated means most individuals at the worksite do not have a disability.) Workers must be paid at or above the minimum wage, and individuals with disabilities must receive the wage and benefit levels of other individuals performing similar work for the same employer.
- **Supported Employment** is an employment program for anyone who might need additional support to learn and maintain a job. DVR can assist by helping the student job seeker to identify potential jobs and career paths with job exploration, job placement, providing support on the job, and providing a transition to other agencies that can offer long term support with successful community-based employment.

A student may find a job while in school, be provided support services to keep the job for several months with DVR assistance, and then be transitioned to a long term support agency. Each of these partners works with the student to help them make choices about their employment.



Some options for long term support are Family Care, IRIS ([Include, Respect, I Self-Direct](#)), Community Integration Program, Community Options Program, Children's Long-term Support Medicaid Waivers, and mental health programs. For assistance with interviewing providers of supported employment, refer to page 42 in the Appendix.

- **Customized Employment** involves an adult service agency or job developer working with you and a business to create a position that meets the needs of the business and fits your specific interests, skills, and conditions. Customized employment is also a form of competitive employment because you work in an integrated setting and you earn at least minimum wage and receive benefits. If you need support to maintain your customized job, this is available through supported 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.

For more information on self-employment, visit:
http://dwd.wisconsin.gov/dvr/pdf_files/self_employment_toolkit.pdf.



Funding and Resources to Help You Find and Keep Employment

In addition to assistance you receive through your school and as part of your IEP services, the following agencies and programs are available to assist individuals with disabilities in seeking and maintaining integrated community employment.

Divisions 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 as well as technical assistance to students, parent(s)/guardian(s), and teachers. DVR can provide other services to students who are eligible for DVR services and not subject to a waiting list for these services. Some of these services include:

- Employment guidance and counseling,
- Assistance in finding and/or keeping a job,
- Assistive technology, and
- Training.

Ticket to Work

If you choose not to apply to DVR, or if DVR places you on a waiting list, consider using the Ticket to Work program to get vocational rehabilitation, training, assistance in finding a job, and other ongoing support and services.

Ticket to Work offers Social Security Administration (SSA) disability beneficiaries greater choice in obtaining the support and services they need to help them go to work and achieve their employment goals.

If you receive Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI) benefits based on disability or blindness and you would like to work or increase your current earnings, you can get help from the Ticket program. Services are provided by Employment

DVR usually serves individuals with the most significant disabilities first. DVR services involve short-term employment/vocational assistance to get you into a job and stabilize you in that job. Individualized placement services can be arranged to assist you in seeking employment.

DVR may also assist in providing accommodations to assist you in preparing for employment and to facilitate your performance on the job. An online application for services is available at: <https://dwd.wisconsin.gov/DVRApply/Presentation/AnonymousApplication/Application.aspx>.

For more information on the DVR, go to: <http://dwd.wisconsin.gov/dvr/>.

Networks (ENs), which are private organizations or government agencies that have agreed to work with the SSA. Not all employment service providers are ENs. For a list of ENs in Wisconsin, go to:

<http://www.chooseworkttw.net/resource/jsp/searchByState.jsp>.

You can choose an agency that offers the services you believe will best help you to meet your employment goals. For more information about Ticket to Work, go to:

<http://www.chooseworkttw.net/about-program/program-overview.html>.

The SSA has also published a flyer on the Ticket to Work program: <http://www.ssa.gov/pubs/10061.html#a0=0>.

Funding and Resources to Help You Find and Keep Employment (cont'd)

Social Security Work Incentives

Individuals receiving Supplemental Security Income (SSI) and/or Social Security Disability Insurance (SSDI) may be able to pay for their employment services and supports through these work incentive options:

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

For more information about PASS and IRWE and people who can assist you with accessing these work incentives, see the links below.

<http://www.socialsecurity.gov/ssi/spotlights/spot-work-expenses.htm>
<http://www.socialsecurity.gov/disabilityresearch/wi/pass.htm>
<http://www.socialsecurity.gov/pubs/10095.pdf>
<http://www.socialsecurity.gov/pubs/11017.pdf>

If you think you might want to use a work incentive to help you pay for employment supports or needs, you should make an appointment with a work incentives benefits specialist in your area. Your local job center, Aging and Disability Resource Center (ADRC), or DVR office can help you locate a work incentives benefits specialist.

You can also go right to an employment service provider in your area and ask if they can help you access these work incentives to pay for their services. For a list of employment service providers, go to:
http://dwd.wisconsin.gov/dvr/pdf_files/service_providers.pdf.

Private Pay

Some families put money aside for vocational services instead of, or in addition to, a college fund. Individuals can then choose the employment service provider they wish to hire to help them find and maintain employment in the community. For a list of employment service providers, go to: http://dwd.wisconsin.gov/dvr/pdf_files/service_providers.pdf.

Job Centers

Your local Job Center can assist you in finding job openings and funding for work experience programs. To find your local Job Center, go to:
<http://www.wisconsinjobcenter.org/directory/>

Medicaid Long-Term Support System

If you have a significant disability, you may be eligible for long-term support services, which include supports to help you maintain employment after you find a job and are settled into it.

Because Wisconsin is in the process of changing over to a new long-term support system model, what is available to you will depend on which county you live in. Some counties still have long waiting lists while other counties have reached the point where there is no waiting for services. An important first step is to find out what long-term support program your county offers. To find out about services in your county, go to:
<http://www.dhs.wisconsin.gov/LTCare/Generalinfo/Where.htm>.

Funding and Resources to Help You Find and Keep Employment (cont'd)

If you live in a county that offers Family Care and IRIS, you will first need to apply and be determined eligible. To do this, contact your local Aging and Disability Resource Center (ADRC) for an eligibility screen. To find your local ADRC, go to: <http://www.dhs.wisconsin.gov/lc/lc/adrc/customer/adrccontactlist.pdf>.

Once your eligibility is determined, the ADRC staff will explain your long-term care options and advise you if there is a waiting period prior to enrollment.

If your county offers the Community Integration Program (CIP), the Community Options Program (COP) or county-funded services, you will need to contact the county long-term support department to find out how you can apply and when services would be available to you if you are determined eligible. To find the phone number for your county long-term support department, go to:

<http://www.dhs.wisconsin.gov/bdds/allstaff.htm>.

Even if your county has a waiting list, it is very important for you to apply now and get your name added to the waiting list. If you don't do this now, your wait for services will be much longer.

Remember:

Unlike the K-12 public school system where you are entitled to special education services, the adult service system is based on specific criteria determining eligibility for services.

As you enter the adult service system, it's important that you are well-informed and prepared to advocate for what you need to reach your employment and other life goals! Attend transition nights at your local school. Contact and apply **early** to the programs listed above and get familiar with the adult service providers in your area.



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 can work with my school 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 job seekers does each staff member support?
- How long does it generally take to assist someone in getting a job? Is there a limit on how long I can use your services?
- Does your agency provide support before 9:00 a.m. and after 5:00 p.m.? On weekends?
- How would your agency determine what a good job is for me?
- Does your agency look at advancement in jobs beyond entry-level work?
- May I see a list of businesses where you have helped people get jobs?
- How would you obtain input and maintain communication with me and my family members?
- How would you support me after I have found a job? What are my options if a job doesn't work out?
- Can I talk with some individuals with disabilities who have used your services?
- Do you have a website, brochure, or other literature?

(For full list of questions, see Appendix - page 42.)

Questions to Ask Yourself 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?
- What are my strengths and weaknesses?



- 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?
- Will I need to hire other people to help make my business successful?

Adapted from U.S. Department of Labor, Office of Disability Employment Services, "Small Business and Self-Employment for People with Disabilities" and "Self-Employment: Steps for Vocational Rehabilitation Counselors," Nancy Arnold, Tom Seekins, Roger Shelley, David Hammis, Carleen Anderson, and Randall Brown, 1998

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 services agencies. They must be self-advocates (see <i>Opening Doors to Self-Determination Skills</i>).
Services include individually designed instruction, modifications, and accommodations based on an 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)/guardian(s) and/or student.	Progress toward employment goals are monitored by the consumer and adult service provider. Self-advocacy is a must (see <i>Opening Doors to Self-Determination Skills</i>).
Schools assist in connecting the student with the community support agencies if this transition need is identified in 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:

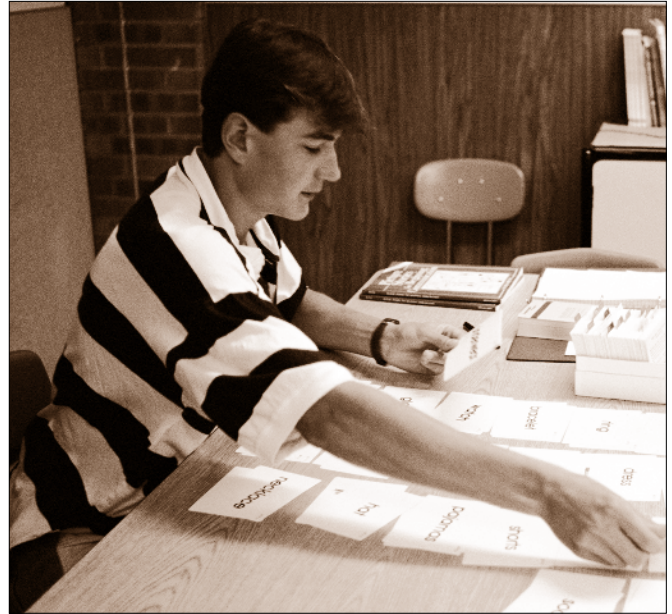
- Do my abilities match my interests?
- What job-related experience do I have?
- What do I like and dislike about school, work, and jobs I have had at home or in school?
- What volunteer work have I done?
- Where can I get letters of reference for my experiences?
- Do I have the right skills and education for the job I want?

Jobs and Skills that Lead to a Career

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.

A career is an occupation or a profession that is considered to be a person's lifework. Your career should match the areas of interest you identify as you prepare through classes, work experience, volunteer positions, and often times training beyond high school. 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.

Selecting a career requires a lot of thought about what you might want to be doing in five or ten years, what skills and education you will need, and how you will work to achieve your career goals.



For example:

If you are interested in working with machines and have a career goal to be a mechanic someday, a position as a stocker at your local grocery store would be a job. Your 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...

What is your Employment Goal?

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?)
- _____ Explain what accommodations or extra help you need to be successful (these are called “reasonable accommodations”).
- _____ Communicate your strengths related to job skills.
- _____ Explain your legal rights (IDEA, ADA, Section 504).
- _____ Communicate areas in which you need to improve related to job skills.
- _____ Be involved in your IEP meetings and share your interests and ideas about employment goals. Make sure transition plans are documented in your IEP.
- _____ Explain the best way for you to learn new things.

Planning

- _____ Complete a career interest inventory with your school counselor or teacher.
- _____ 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.
- _____ Identify what career clusters/pathways you are interested in.
- _____ Take classes related to your career goal.
- _____ Find out what knowledge and skills are needed for the careers in your interest area(s).
- _____ Participate in work experiences through school.
- _____ Job shadow in businesses.
- _____ Visit or write to the local technical college or university and get information about your career choice.
- _____ Tour businesses.
- _____ Interview employers.
- _____ Visit or call adult service agencies to find out what they can offer to assist you.
- _____ Interview a person who has the job/career you are interested in.

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 career 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.

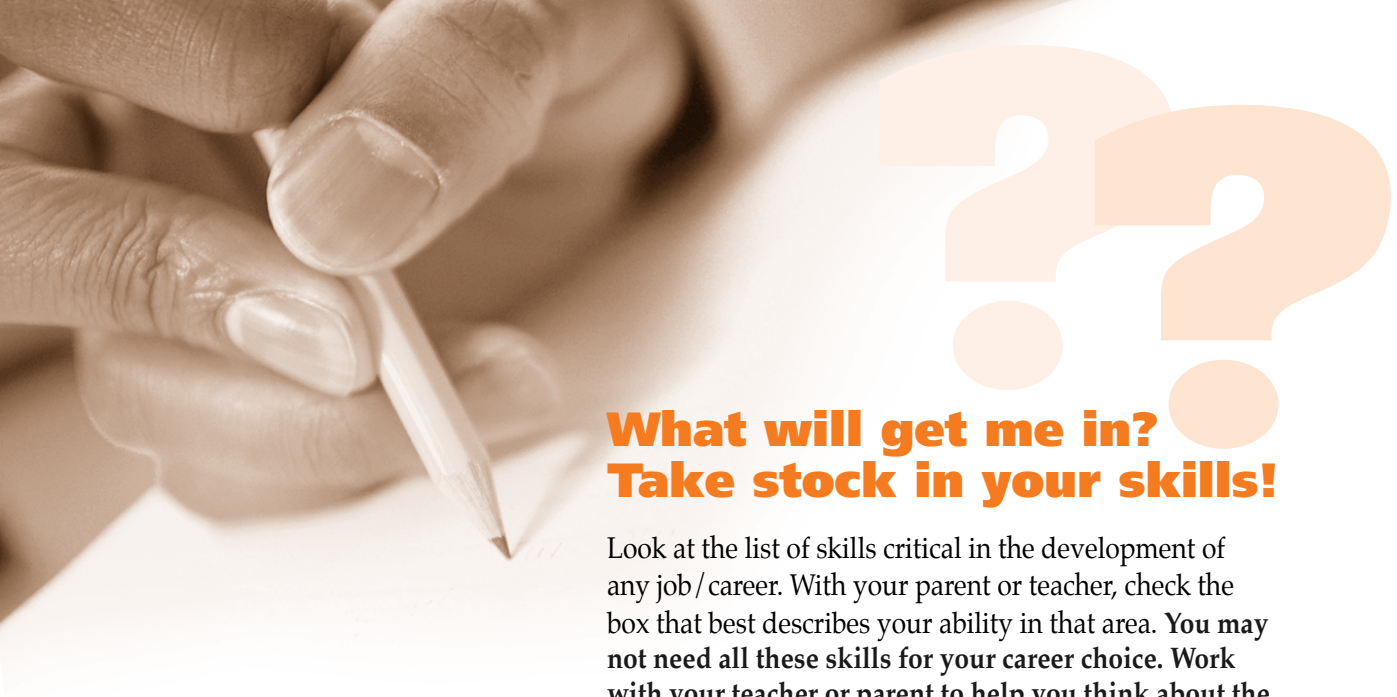
Develop a list of questions you would want to ask an employer about the jobs available and skills needed.

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 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 three career skills you need to develop or improve upon. Identify who can help you with those.

1. _____
2. _____
3. _____

The Need for Employability Skills

Employability skills are those that apply across a variety of jobs and life contexts. They are also known as key skills, core skills, workplace skills, essential skills, key competencies, necessary skills, and transferrable skills. Regardless of what they are called, essentially employability skills are those basic skills necessary for getting, keeping, and doing well on a job. They are generic in nature and cut across jobs, industry types, and occupational levels.

In order to be a productive citizen in the world of work, family, or community involvement, mastery of basic employability skills is essential for all students. The Employability Skills Certificate Program is designed to address the skills and behaviors that are critical in the 21st century.

The intent of DPI's *Employability Skills Certificate Program* is to recognize a student's mastery of employability skills valued by employers, help students explore a career interest, and provide a state credential of student mastery of employability skills. Integrated in this strategy, this program provides state guidelines to help local districts offer school-supervised work-based learning programs.

The Employability Skills Certificate Program assesses students in the following areas:

- 1) Develops positive relationships with others
- 2) Communicates effectively with others
- 3) Collaborates with others
- 4) Maintains composure under pressure
- 5) Demonstrates integrity
- 6) Performs quality work
- 7) Provides quality goods and services (internal and external)
- 8) Shows initiative and self-direction
- 9) Adapts to change
- 10) Demonstrates safety and security regulations and practices
- 11) Applies job-related technology, information, and media
- 12) Fulfills training or certification requirements for employment
- 13) Sets personal goals for improvement

For more information on the Employability Skills Certificate Program please visit:
http://cte.dpi.wi.gov/cte_esintro or consult with your district Career and Technical Education contact.

Tips for your Job Search

Use **personal contacts** to find out about possible job opportunities. This practice is called “networking.” 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 local **Aging and Disability Resource Center (ADRC), 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 parent(s)/guardian(s), teachers, and school 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/school counselor to find out what courses you can take to work on the skills you need for your career choice.

Talk with your teacher/school 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).

Tips about Technology

Cell Phones: After you have applied for a job, the prospective employer may need to reach you for an interview to clarify some of the information you provided or to offer you a job. Because the employer may call you, it is important to have a professional greeting on your home or cell phone. The greeting should be spoken clearly. It should include your name, a request for the caller to leave a message, and a statement that you will return their call promptly. You should not have music playing as part of your greeting. Employers may find a long message annoying or inconvenient. They may feel your choice of music or an informally worded greeting is offensive or unprofessional, and may decide you are not the right person for the job.

E-mail: Some employers prefer to contact prospective employees through e-mail. An employer may ask you to provide your e-mail address as a means to contact you. Your e-mail address must also be professional. You should avoid a nickname or phrase that could be misunderstood or leave the employer with a negative impression.

Social Media: You must also be cautious and mindful when using social media, such as “Facebook.” Remember that messages and photos posted on “Facebook” or other sites can be viewed by many people, including employers. Be prudent with your language and messages when you post online. Consider how your pictures may be perceived by an employer. You may need to remove pictures that have been posted of you if they don’t show you acting in a mature or professional manner.



Tips on 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 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.

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.

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
- Eligibility to work in the United States
- Felony convictions
- If under age, work permit

Education

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

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
- 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
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

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. Have well-groomed hair, clean/trimmed nails, minimal cologne or perfume, empty pockets (no bulges or noisy change), no chewing gum, no visible body piercing (remove them before interview), and no visible tattoos (cover them with clothing or a bandaid).

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 frowning 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 or in the car.

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

Decide if you want to **disclose your disability**. This is your choice only. By law, employers are not allowed to ask if you have a disability. If you do disclose, be able to explain your disability in relation to the job duties. Also be ready to explain any accommodations you would need to be successful on the job.

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 publication, *The 411 on Disability Disclosure: A Workbook for Youth with Disabilities*, at: <http://www.ncwd-youth.info/411-on-disability-disclosure>

Did you Know???

You can find out about the labor market in your area by searching the Internet. Ask your teacher or school 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 and let your supervisor 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. Remember, it's your job so you need to call and/or communicate with your employer. (Your parent(s)/guardian(s) should not call for you.)
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.
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.



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

9. **Diversity is good.** Be understanding of differences in other people; co-workers, supervisors, and customers.
10. **Work hard and get ahead.** Do your job and volunteer to complete assignments your supervisor needs help with. Being a self-starter and following these Ten Golden Rules will help you get ahead.

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 1 mile from my home
 - b. within 10 miles from my home
 - c. within 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 for Employment-Related Assistive Technology

Funding

The majority of workers with disabilities do not need accommodations to perform their jobs, and for those who do, the cost is usually minimal. According to the Job Accommodation Network (JAN), a service from the U.S. Department of Labor's Office of Disability Employment Policy, two-thirds of accommodations cost less than \$500, with many costing nothing at all. Moreover, tax incentives are available to help employers cover the costs of accommodations, as well as modifications required to make their businesses accessible to persons with disabilities. <http://www.dol.gov/odep/pubs/fact/ada.htm>

Information and Technical Assistance for your Assistive Technology Needs

If an assessment is needed to determine what accommodation would be best for you, an Assistive Technologist can assist in making this determination decision. The Assistive Technology Practitioner can also assist in setting up the accommodation and providing training for the employee and employer to use it. For a list of certified Assistive Technology Practitioners, by state, go to: <http://www.resna.org>.

Assistive Technology Resources

Abledata. The premier source for information on assistive technology, sponsored by the National Institute on Disability and Rehabilitation Research, U.S. Department of Education.

<http://www.abledata.com/abledata.cfm>

AT Resource Center. Inclusive information on assistive technology in Wisconsin.

<http://www.atresourcecenter.org/>

The Boulevard. A resource directory of products and services for the disabled and healthcare professionals.

<http://www.blvd.com/index.shtml>

Center for the Deaf and Hard of Hearing (CDHH).

UniversalLink's Communication Technology Specialists have an in-depth knowledge of the latest equipment and technology.

<http://www.cchdwi.org/>

CESA Assistive Technology Lending Library. Contact the CESA in your area to inquire about AT services and resources.

<http://www.cesawi.org/>

Rehabilitation Engineering and Assistive Technology Society of North America (RESNA). Examine publications, a job bank, and conference details from RESNA.

<http://www.resna.org/>

Trace Center. The Trace Center provides companies with information on how to make their products more accessible and usable by people with disabilities.

<http://trace.wisc.edu/projects/>

Wisconsin Technology (WisTech). WisTech provides information on over 17,000 products and services: selecting, funding, installing, and using assistive technology.

<http://www.dhs.wisconsin.gov/disabilities/wistech/>

WisLoan. WisLoan is an alternative loan program to purchase assistive technology, adaptive equipment or make accessible modifications to their homes.

<http://www.dhs.wisconsin.gov/disabilities/wistech/wisloan.htm>

Employment-Related Websites and Resources

411 on Disability Disclosure. A workbook for youth with disabilities.

http://www.ncwd-youth.info/assets/guides/411/411_Disability_Disclosure_complete.pdf

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

Association of People Supporting EmploymentFirst (APSE). This is a membership organization originally 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>

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

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

CareerConnect, the American Foundation for the Blind (AFB). 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.

<https://www.disability.gov/>

Employment Guide.

<http://www.employmentguide.com/>

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://www.aaas.org/careercenter/fellowships/>

Great Lakes ADA and Accessible IT Center.

<http://www.adagreatlakes.org>

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 the Americans with Disabilities Act (ADA) and other disability related legislation, and 3) educating callers about self-employment options.

<http://www.jan.wvu.edu>

Job Center of Wisconsin.

<https://jobcenterofwisconsin.com/>

Monster. Jobs database.

<http://www.monster.com/>

My Next Move.

<http://www.mynextmove.org/>

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>

National Dissemination Center for Children with Disabilities.

For information on students in transition from high school.

<http://nichcy.org/schoolage/transitionadult/employment/>

For information for employers, families and communities.

<http://nichcy.org/families-community/employers/>

National Secondary Transition Technical Assistance Center (NSTTAC).

<http://www.nsttac.org/>

Opening Doors to Adult Services.

<http://sped.dpi.wi.gov/files/sped/pdf/tran-adult-services-guide.pdf>

Opening Doors to Postsecondary Education and Training.

<http://sped.dpi.wi.gov/files/sped/pdf/tranopndrs.pdf>

Opening Doors to Self-Determination Skills.

<http://sped.dpi.wi.gov/files/sped/pdf/tranopndrs-self-determination.pdf>

Skills to Pay the Bills. “Soft Skills to Pay the Bills—Mastering Soft Skills for Workplace Success” is a curriculum developed by the U.S. Department of Labor’s Office of Disability Employment Policy focused on teaching “soft” or workforce readiness skills to youth, including youth with disabilities.

<http://dol.gov/odep/topics/youth/softskills/>

TeamChild.

<http://www.teamchild.org/>

Transition Action Guide (TAG).

http://dwd.wisconsin.gov/dvr/pdf_files/tag.pdf

Transition Resource Directory. 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/>

Transition Services.

<http://www.wsti.org/topical-highlights.html>

U.S. Department of Labor.

<http://www.dol.gov/>

Wisconsin Career Pathways Website. A cross-functional interagency team, consisting of representatives from multiple agencies and educational organizations, was formed to plan for the development of this web-based Career Pathways resource.

<https://www.wicareerpathways.org/>

Wisconsin Department of Public Instruction Postsecondary Transition Plan.

http://sped.dpi.wi.gov/sped_spp-transition

Wisconsin Department of Workforce Development.

<http://www.dwd.wisconsin.gov/>

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>

Wisconsin Job Center.

<http://wisconsinjobcenter.org/>

Wisconsin Statewide Transition Initiative.

www.wsti.org

WSTI Transition Services Guide.

http://www.wsti.org/wstidata/resources/Transitions-Services-2012_1342811142.pdf

Wisconsin Work-based Learning Programs: Linking Students to 21st Century Careers.

<http://cte.dpi.wi.gov/files/cte/pdf/wblbrochure12.pdf>

Appendix

<p>PTP Career Clusters and Pathways List</p>	<p>The following are the options provided in the drop down menus when creating a Postsecondary Goal in the area of Employment.</p>	<p>The selections are based on the Wisconsin Career Pathways modeled after 16 national career clusters developed by the States' Career Clusters Initiative (SCCI).</p>	<p>* For the career level click on the pathways that are linked to www.wicareerpathways.org</p>
<p>Agriculture, Food & Natural Resources - View Knowledge and Skills</p> <p>Pathways: Agribusiness Systems Animal Systems Environmental Service Systems Food Products and Processing Systems Natural Resources Systems Plant Systems Power, Structural and Technical Systems</p>	<p>Architecture & Construction - View Knowledge and Skills</p> <p>Pathways: Construction Design/Pre-Construction Maintenance/Operations</p>	<p>Arts, Audio/Video Technology & Communications - View Knowledge and Skills</p> <p>Pathways: Audio and Video Technology and Film Journalism and Broadcasting Performing Arts Printing Technology Telecommunications Visual Arts</p>	<p>Business Management & Administration - View Knowledge and Skills</p> <p>Pathways: Administrative Support Business Information Management General Management Human Resources Management Operations Management</p>
<p>Education & Training - View Knowledge and Skills</p> <p>Pathways: Administration and Administrative Support Professional Support Services Teaching/Training</p>	<p>Finance - View Knowledge and Skills</p> <p>Pathways: Accounting Banking Services Business Finance Insurance Securities and Investments</p>	<p>Government & Public Administration - View Knowledge and Skills</p> <p>Pathways: Foreign Service Governance National Security Planning Public Management and Administration Regulation Revenue and Taxation</p>	<p>Health Science - View Knowledge and Skills</p> <p>Pathways: Biotechnology Research and Development Diagnostic Services Health Informatics Support Services Therapeutic Services</p>
<p>Hospitality & Tourism - View Knowledge and Skills</p> <p>Pathways: Lodging Recreation, Amusements and Attractions Restaurants and Food/Beverage Services Travel and Tourism</p>	<p>Human Services - View Knowledge and Skills</p> <p>Pathways: Consumer Services Counseling and Mental Health Services Early Childhood Development and Services Family and Community Services Personal Care Services</p>	<p>Information Technology - View Knowledge and Skills</p> <p>Pathways: Information Support and Services Network Systems Programming and Software Development Web and Digital Communications</p>	<p>Law, Public Safety, Corrections & Security - View Knowledge and Skills</p> <p>Pathways: Correction Services Emergency and Fire Management Services Law Enforcement Services Legal Services Security and Protective Services</p>
<p>Manufacturing - View Knowledge and Skills</p> <p>Pathways: Health, Safety and Environmental Assurance Logistics and Inventory Control Maintenance, Installation and Repair Manufacturing Production Process Development Production Quality Assurance</p>	<p>Marketing - View Knowledge and Skills</p> <p>Pathways: Marketing Communications Marketing Management Marketing Research Merchandising Professional Sales</p>	<p>Science, Technology, Engineering & Mathematics - View Knowledge and Skills</p> <p>Pathways: Engineering and Technology Science and Math</p>	<p>Transportation, Distribution & Logistics - View Knowledge and Skills</p> <p>Pathways: Facility and Mobile Equipment Maintenance Health, Safety and Environmental Management Logistics Planning and Management Services Sales and Service Transportation Operations Transportation Systems/Infrastructure Planning, Management and Regulation Warehousing and Distribution Center Operations</p>

Appendix

Career Clusters Framework



Example

Career Cluster:
Manufacturing

Career Pathway:
Maintenance, Installation, and Repair

Career Clusters are broad occupational groupings based on a set of common *knowledge and skills* required for a broad group of careers. Wisconsin has adopted the National 16 Career Clusters that also serve as a tool for organizing curriculum and instruction. Career clusters provide opportunities for all students regardless of their career goals and interests. They are a tool for a seamless educational system that blends rigorous academic/technical preparation, provides career development, offers options for students to experience all aspects of a business or industry, and facilitates/assists students and educators with ongoing transitions.

Career Pathways are a sub-grouping of careers used as an organizing tool for curriculum design and instruction. Similar to career clusters, career pathways are grouped based on their requirements for a set of core and similar knowledge and skills for career success. Each pathway highlights a specific part of each cluster. An easy example of this can be seen in the Agriculture, Food and Natural Resources cluster. Seven different pathways, from Animal to Plant Systems highlight the variety of interests that each cluster holds for students.

A **Program of Study** is a specific career pathway, defined by a local school/district partnership, which is a sequence of instruction based on recommended standards and knowledge and skills, consisting of coursework, co-curricular activities, worksite learning, service learning and other learning experiences including Career and Technical Student Organizations (CTSO). The sequence of instruction provides preparation for a career.

An **Individualized Learning Plan (ILP)** includes a program of study and learning that represents a fluid, living, breathing, mapped academic plan reflecting a student's unique set of interests, needs, learning goals, and graduation requirements. Students receiving special education services currently have a Postsecondary Transition Plan (PTP). For more information, see: http://sped.dpi.wi.gov/sped_spp-transition.

Appendix

Career Pathways are critical to 21st Century schools and learners. Each pathway is grounded in a set of four guiding principles:

1. Career Pathways prepare students for postsecondary education and careers. A Pathway is always about both objectives; it's never a choice between one or the other. The probability of making a living wage in today's economy without some form of post-secondary education is already low and will only diminish. Increasingly, career success depends on post-secondary education and gaining and regaining formal credentials—a certificate, associate's degree, bachelor's degree, or higher level of achievement. Gone are the days when high schools could be content to prepare some students for college and others for work.

2. Career Pathways connect academics to real-world applications. Each Pathway integrates challenging academics with a demanding career and technical educational curriculum. Pathways alter how core academic subjects are taught; they do not lower expectations about what is taught. Through the Pathways approach, students are expected to achieve at high levels in mathematics, science, English, social studies, and world languages. Students master these subjects through the power of real-world application—their learning is challenged by authentic problems and situations that are part of the modern workplace. Students also have the opportunity to be part of work-based learning and youth apprenticeship, both of which lead to industry-based credentials.

3. Career Pathways lead to the full range of postsecondary opportunities. Pathways prepare students for all the avenues they might pursue following high school graduation—two- and four-year college, certification programs, apprenticeships, formal job training, and military service. Each Pathway represents a broad industry theme that can appeal to and engage a student regardless of prior academic achievement and post-secondary aspirations. Pathways can eliminate current practices that sort and track high school students in ways that limit options after high school. With careful attention, pathways can ensure that all students from all backgrounds and experiences can succeed in the future workforce. Core skills to be addressed through Pathways include cultural understanding and competence, global and diversity awareness, and fairness/inclusiveness skills for students. A stronger workforce and a vibrant economy are based on diverse contributions and perspectives, and social justice for all in our communities.

4. Career Pathways improve student achievement. Pathways and Programs of Study are based on accountability. They are designed to produce higher levels of achievement in a number of measurable arenas, including academic and technical scores, high school completion, postsecondary transitions to career and education, and attainment of a formal postsecondary credential. They also contribute, in ways that most conventional academic and career and technical education curricula do not, to increase student proficiency in vital areas such as creativity and innovation; critical thinking and problem solving; communication; collaboration; diversity competence; creativity and problem solving; and media and information literacy. Finally, Pathways make an immediate difference—helping young people gain higher earnings right after high school and giving students a leg up in the labor market while pursuing postsecondary education.

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 supplemental 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

Work Placements and Least Restrictive Environment

Recently the U.S. Department of Education Office of Special Education Programs (OSEP) issued a guidance letter related to postsecondary transition planning for students with disabilities (<http://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/062212workplacelre2q2012.pdf>). Such letters constitute informal guidance and are not legally binding, representing instead an interpretation by OSEP of the IDEA in the context of the specific facts presented. The Department of Public Instruction recommends all local educational agencies (LEAs) carefully review their current postsecondary transition planning practices in light of OSEPs guidance. Following is a summary of the significant aspects of OSEP's guidance.

Are Work Placements Required?

Work placement may be an appropriate transition service, depending on the individual needs of a student, but is not a required component of all IEPs that address transition services.

Work Placements Must be in the Least Restrictive Environment (LRE)

When an IEP team determines work placement is an appropriate transition service for a student, the particular work placement should be based on LRE principles contained in 34 CFR §§300.114-300.118. Integrated employment settings should be considered before a student is placed in segregated employment. The IEP team must consider whether supplementary aids and services could be provided that would enable the student to participate in integrated employment satisfactorily. Only if the IEP team determines the student cannot be satisfactorily educated in an integrated employment setting, even with the provision of appropriate supplementary aids and services, should the IEP team consider segregated employment.

Work Placement Assessment

Assessment of the students needs, strengths, preferences, and interests in various work placements may be an appropriate component of age-appropriate transition assessment, but is not a required component of all IEPs that address transition services.

Notice of Placement

Initiating or changing a student's work placement when it is part of the student's IEP requires prior written notice as outlined in 34 CFR §300.503. In Wisconsin this generally includes providing the parent a notice of placement (P-1 or P-2), and a copy of the student's updated IEP.

Reporting Work Placement

Educational time spent in an age-appropriate community-based work placement that includes individuals with and without disabilities should be counted as time inside the regular classroom when calculating the percentage of time spent inside the regular classroom. This is true regardless of whether special education support is provided to the student in this setting. For specific guidance on accurate reporting for IDEA, go to: <http://dpi.wi.gov/lbstat/dataenvir.html>.

Monitoring of LRE in Work Placements

DPI is required to carry out activities to ensure the LRE requirements in 34 CRF 300.114 are implemented by each public agency. If there is evidence that a school district is making placements that are inconsistent with LRE, DPI will conduct a review, and if a violation is found, DPI will require the LEA to carry out necessary corrective action.

Appendix

Glossary of Abbreviations and Terms

504. Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability.

ADA. Americans with Disabilities Act.

ADRC - Aging & Disability Resource Center. ADRCs serve as single points of entry into the long-term supports and services system for older adults and people with disabilities. Sometimes referred to as “one-stop shops” or “no wrong door” systems, ADRCs address many of the frustrations consumers and their families experience when trying to find needed information, services, and supports.

AT - Assistive Technology Device. This is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of an individual with a disability.

CAP - Client Assistance Program. This program assists applicants and clients of DVR to resolve disputes over services and responds to questions on what DVR can or cannot do.

CESA. Cooperative Educational Service Agency.
<http://www.cesawi.org/>

CIP - Community Integration Program. CIP is a Medicaid Home and Community-based Waiver for adults with developmental disabilities.

CLTS Waivers. Children’s Long Term Support Waivers are three Medicaid Home and Community-based Waivers serving children under age 22 who have physical disabilities, developmental disabilities, and “severe emotional disturbances” and need long-term supports. Supports and services are provided in the child’s home and community.

Consent. This is permission by a parent or legal guardian, in writing, to share confidential information described on the consent form to the person/agency identified on the consent form.

COP - Community Options Program. This program helps people get the long-term support they need to remain in their own homes and communities.

County. There are 72 counties in Wisconsin.

DHS. Department of Health Services.
<http://www.dhs.wisconsin.gov/programs.htm>

DPI. Department of Public Instruction.

DVR. Division of Vocational Rehabilitation.

DWD. Department of Workforce Development.

EN - Employment Network. The Employment Network is made up of organizations that can help you find and keep a job. The network also provides other employment support services at no cost to you.

Employment Planning Consultation. These are technical services which DVR provides to school districts to assist students who have not yet applied for DVR services, including information related to disabilities, employment, postsecondary education, assistive technology, accommodations, community resources, labor market, etc.

FACETS. Wisconsin Family Assistance Center for Education, Training, and Support is a statewide non-profit organization, with its main office in Milwaukee.

FAPE - Free Appropriate Public Education. This law falls under the Individuals with Disabilities Education Act (IDEA) and also the Rehabilitation Act. A Free Appropriate Public Education means that a child with a disability will receive the same education as a child without a disability or handicap.

IDEA. Individuals with Disability Education Act.

IEP. Individualized Education Program.

ILP. Individualized Learning Plan.

Independent Living Plan. This plan is required by DHS for youth placed in out-of-home care beyond age 15. The plan addresses life skills development, goals, and transition to independent living.

IPE - Individualized Plan for Employment. This plan outlines how DVR-eligible consumers will achieve their work goals and what services will be provided. It is the roadmap to their vocational rehabilitation.

IRIS. Within the DVR, this is the term used for their case management system, Integrated Rehabilitation Information System.

IRIS. Within DHS, "Include, Respect, I Self-Direct."

ISP. Individual Service Plan for CIP/COP/County services/CLTS Waivers.

PASS - Plan to Achieve Self-Support. PASS is an SSI provision to help individuals with disabilities return to work. PASS lets disabled individuals set aside money and/or things they own to pay for items or services needed to achieve specific work goals.

PATH. Planning Alternative Tomorrows with Hope.

Rehabilitation Act. This act grants DVR the authority to provide vocational rehabilitation services to eligible individuals with disabilities to achieve their employment goals. This includes transition services for eligible students with disabilities.

SDS. Self-Directed Support.

SSA. Social Security Administration.

SSC. A Support and Service Coordinator is the person assigned to assist youth receiving CLTS Waiver services through case management, service planning, referrals, advocacy, and other waiver-related activities.

SSDI. Social Security Disability Income.

SSI. Supplemental Security Income.

SSP. Support and Services Plan for IRIS.

TAG. The Transition Action Guide is a technical assistance guide developed to assist in the improvement of communication, coordination, and services for students with disabilities transitioning from school to work.

Transition. A coordinated set of activities focused on improving the academic and functional achievement of a student with a disability to facilitate the student's movement from school to post-school activities, including: post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

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