

# How to Run a



## Introduction

JOBZ Club is a partnership between state and local agencies to provide Work Readiness Skills (Soft Skills) that students with disabilities need to get and keep a good job. Participating agencies include the Department of Labor and Workforce Development's Division of Vocational Rehabilitation (DVR) and Division of Employment and Training Services (DETS), the Department of Education and Early Development, and local education agencies and teachers.

There is an abundance of research which shows that when development of soft skills, such as communication, teamwork and professionalism, are provided to high school students transitioning to work, they are significantly more likely to be employed after high school, and at a higher wage. Youth with disabilities have a much higher unemployment rate than their peers and therefore have an even greater need for these skills.

JOBZ Club provides teachers a method to introduce soft skills to students using engaging activities, facilitated discussions, and topic specific videos. At the end of the 7 sessions, participating students will gain a deeper understanding of the skills employers want.

## The Purpose of Soft Skills

Soft skills help employees learn how to interact with supervisors, co-workers, and customers. They help reinforce the importance of timeliness and build an understanding of how they are perceived by others. Employers value employees who can communicate effectively and act professionally. No matter what technical skills a job may require, every job requires these interpersonal skills.

## Starting a JOBZ Club

**Funding:** DVR and DETS can pay a teacher to facilitate a JOBZ Club in their school. Teachers are paid a flat fee of \$1,500.00 for enrollment of 5 students with disabilities. We encourage teachers to enroll more than the minimum. *(We also make exceptions for small schools!)*

JOBZ Club can benefit any student, not just students with disabilities. We encourage inclusion by opening your club to all students who would like to participate, however, DVR and DETS can only provide funding for students with disabilities. A "Request for Pre-employment Transition Services" will need to be submitted for each student with a disability participating in your club (see the "Forms" section).

## Design Your JOBZ Club

**Frequency:** The JOBZ Club program is based on seven modules that can be completed in nine, one-hour sessions. The frequency and length of the meetings are up to each individual JOBZ Club, based upon the participant's ability to absorb the material and practice the skills. The entire program cycle should be completed in one semester.

**Date, Time & Location:** You are highly encouraged to set a consistent date and time for JOBZ Club meetings. This will help students get into a routine and hopefully give them something to look forward to. Meeting once a week, right after school, might be ideal. You will want to consider your students' needs, such as transportation and competing school activities, when scheduling.

Reserving a consistent location for your JOBZ Club meetings will avoid additional confusion. Make sure you take into account your space requirements, based upon the number of participants and the activities. Some of the exercises in the JOBZ Club modules require space for movement and working in teams.

**Establish Expectations:** JOBZ Club is designed to place the students in a "work like" situation. As they move through the exercises, their peers will become their co-workers, and sometimes their supervisor. This environment provides them the opportunity to practice communication and teamwork skills similar to what takes place in the workplace. It is important that the facilitator helps the group develop a culture that encourages sharing ideas and participating in activities.

*Example of expectations:*

- Arrive on time.
- Turn off cell phones.
- Listen actively and attentively.
- Ask for clarification if you are confused.
- Do not interrupt.
- Critique ideas, not people.
- Avoid put-downs (even humorous ones).
- Consider anything that is said in class strictly confidential

## Run a JOBZ Club

JOBZ Club uses "Skills to Pay the Bills: Mastering Soft Skills for Workplace Success" as the core curriculum and video series. This design leverages student participation as an important learning dynamic. The more engaged the students are, the more they will gain from the experience.

Each module focuses on a major work readiness topic. To help develop and practice skills, course material contains topic content, exercises for discussion and activities. Each topic

concludes with a student journaling exercise that helps students internalize the concepts they are learning.

Even though we expect JOBZ Clubs to follow the “Skills to Pay the Bills” curriculum, the course is meant to be flexible, allowing the facilitator to customize the material to the audience. Modules two through six each contain five activities. The facilitator should pick at least **one activity** from each module to illustrate and practice each skill. If time allows, more activities can be incorporated.

The large number of available activities allows you to choose fresh content for students who may need to participate in JOBZ Club more than once in order to properly develop these skills.

As teachers, you are uniquely familiar with the students, their level of understanding, cultural and geographic issues, and level of exposure to work. You can easily modify the discussions and activities to accommodate your audience. You should also feel free to incorporate other materials, videos, personal stories and guests from local businesses or the trades to clarify topics and increase student engagement.

## JOBZ Club Curriculum

### Module 1 - Soft Skills: Understanding what Employers are looking for!

The goal of the first module is to help students define the term “soft skills.” This initial, brief experience will give students the opportunity to understand that good soft skills are always important in the workplace, no matter what technical skills a job may require.

**Key Point:** Most employers are looking for a consistent set of qualities in their employees.

**Concepts Covered:** Traits employers look for in their employees, basic rules of human relations.

Most employers look to hire people who:

1. Fit in or get along well with others;
2. Are dependable;
3. Have skills and abilities to do the job;
4. Express interest in how they can help the company.

Here are some basic rules of human relations that help to create a positive interaction:

1. People enjoy pleasant interactions.
2. People like to hear their names. It makes them feel good to be remembered.
3. Remember the golden rule... Do unto others as you would have others do unto you.
4. Sound as though everything is a pleasure.
5. Remember to offer thanks and praise.
6. Try to avoid criticism or negatives.
7. Remember to consider other people’s feelings.
8. Try to meet when they can.
9. What goes around comes around.
10. Ask people more about themselves and wait to be asked before spending much time talking about yourself.

**Activity:** Have students answer these two questions for each scenario. Write the answers on a white board or flip chart. Point out the common traits across jobs.

1. What kind of person do you want to hire for this job?
2. What kind of skills would you want this person to prove to you they have?

**Scenario #1:** You are the owner of a small business. You need to hire a receptionist.

**Job Duties:** to answer phones, greet customer and keep a schedule for you.

**Scenario #2:** You are the manager of a fast food restaurant. You need to hire a cashier.

Job Duties: Take customer orders, handle money, keep the front of the store neat and clean.

*Scenario #3:* You have been chosen to pick the next President of the United States.

Job Duties: to be in charge of the United States, responsible for the budget, interact with other countries, Commander in Chief of the military.

## **Module 2 - Communication Skills**

The goal of the second module is to understand the soft skills of communication and their importance because it is how we give and receive information and convey our ideas and options.

**Concepts covered:** Verbal, non-verbal, listening, written and visual communication.

**Material for discussion:** *Skills to Pay the Bills* - Communication page 17 and video.

**Activities (pick one):**

1. What's your point?
2. Flipping the Switch.
3. Oh, Puh-leeeeeze!
4. Listen Hear!
5. Quit talkin' I know what to do.

Student Journal (see Forms)

## **Module 3 - Enthusiasm and Attitude**

The goal of the third module is to demonstrate how a positive and enthusiastic attitude is critical to workplace success, and that it is important not just for getting a job, but succeeding and advancing in a career.

**Concepts covered:** Importance of enthusiasm. Turning negatives into positives.

**Material for discussion:** *Skills to Pay the Bills*- Enthusiasm and Attitude, pg.35 and Video.

**Activities (pick one):**

1. Never Underestimate the Power of a Positive Attitude.
2. Life is Full of Hard Knocks.
3. A Superball and a Raw Egg.
4. Believe it or Not: Your attitude and Enthusiasm Just Might Get You the Job.
5. Translating Features to Benefits.

Student Journal (see forms)

## **Module 4 - Teamwork**

The goal of the fourth module is for students to understand the importance of being able to build relationships in the workplace and work well with other people.

**Concepts covered:** Working cooperatively, contributing to groups, respect for others.

**Material for discussion:** *Skills to Pay the Bills*- Teamwork, page 56 and Video.

**Activities (pick one):**

1. There is No "I" in Team.
2. I'll Give You Some of Mine if You Give Me Some of Yours.
3. The Good, the Bad, and the Reasonable.
4. How Many Shapes Does it Take.
5. Teamwork on the Job.

Student Journal (see Forms)

## **Module 5 - Problem Solving**

The goal of the fifth module is for students to learn to solve problems in a variety of ways.

Employers value employees who can effectively work through problems on their own and as a member of a team.

**Concepts covered:** The difference between praise, criticism and feedback; Workplace ethics, critical thinking and problem solving as a team.

**Material for discussion:** *Skills to Pay the Bills* - Problem Solving & Critical Thinking page 98 and Video.

**Activities (pick one):**

1. Praise, Criticism, or Feedback?
2. Workplace Ethics.
3. Problem Solving on a Team.
4. Perception vs. Reality.
5. Tell Me About a Time When...

Student Journal (see Forms)

## **Module 6 - Professionalism**

The goal of the sixth module is to bring together all of the skills learned into one package. Professionalism is not a single skill. It is a demonstrable combination of qualities for which employers are looking.

**Concepts covered:** Responsibility, integrity, accountability and excellence

**Material for discussion:** *Skills to Pay the Bills* - Professionalism page 114 and Video.

**Activities (pick one):**

1. Professionalism in Today's Workforce.
2. Professional Work Attitudes.
3. Teamwork: An Essential Element.
4. Is it Considered "Professional" to Have a Friend in the Workplace?
5. Self-Reflection: Professional Problem Solving at its Best.

Student Journal (see forms)

## **Module 7 - Self-advocacy and Accommodations**

The goal of module seven is for students to understand the concepts behind self-advocacy for disclosing a disability when requesting an accommodation in-school or at work.

**Concepts Covered:** Disability disclosure, self-advocacy, accommodations

**Handouts (forms section)** My Personal Self Advocacy Plan, DVR Self-Advocacy Flyer and Client Services Flyer

**Material for discussion**

One important decision that many young people face is whether or not to disclose their disability. The decision to disclose a disability belongs solely to the person with the disability. Disability disclosure is a very personal choice and should absolutely be an informed choice.

When you tell someone something that was previously unknown, you are practicing disclosure. Disclosure comes from the word "disclose," which means to open up, to reveal, or to tell. The term "disclosure" is used in different ways by different groups of people. For example, if you want to buy a house and need a loan, or if you need a loan for your college education, you must disclose, or share, your personal financial information with a loan officer at the bank.

When you disclose your disability, you are intentionally releasing personal information about yourself for a specific purpose. It is important to keep in mind that a person's decision to disclose is

personal and should be helpful to that person. But in order to receive supports and accommodations at work, or in a postsecondary setting, a person must disclose certain information.

An accommodation is a “change” that helps a student overcome or work around a disability. Examples of accommodations in school are things like having extra time to take tests or having shorter reading assignments. At a job, an accommodation might be extra breaks or a job coach to help with learning difficult tasks. When you ask a teacher or employer for an accommodation, you are advocating for yourself (self-advocacy) for what you need to be successful.

It is natural to feel uncomfortable when talking about your disability or asking for help. But it is important to learn how to clearly communicate how your disability affects you and what accommodations you need to be successful in school or on the job.

### Discussion Questions

Let’s look at some examples in which an individual made the informed decision to disclose his or her disability in order to receive needed accommodations:

1. Joe is deaf and will need an interpreter for a college interview.
2. Carlo, who has attention deficit disorder (ADD), needs directions in written form because he misses steps when they are presented orally.
3. Stephanie has dwarfism and has a stepstool for filing paperwork in vertical filing cabinets, to facilitate her job as a Chief Financial Officer.

Can you think of accommodations that might help someone who:

Is Blind?

Has difficulty reading?

Uses a wheelchair?

The Job Accommodation Network (JAN) has a searchable database of accommodations for most disabilities: <https://askjan.org/soar/index.htm>

### Activity: My Personal Self-Advocacy Plan

The first step in learning how to self-advocate is the development of a personal self-advocacy plan. Creating a personal self-advocacy plan can help you begin to think about your individual needs as a learner. The plan can also be used to help you describe your accommodation needs to others.



## Resources

JOBZ Club format is based on material from the following sources:

- Module 1 - Institute for Inclusion: Teaching Networking Skills:  
[https://www.communityinclusion.org/pdf/networkingmanual\\_F.pdf](https://www.communityinclusion.org/pdf/networkingmanual_F.pdf)
- Module 2 - 6 - Skills to Pay the Bills manual:  
<http://www.dol.gov/odep/topics/youth/softskills/softskills.pdf>
- Skills to Pay the Bills video series - <http://www.dol.gov/dol/media/webcast/20121015-softskills/>
- Module 7 - 411 on Disability Disclosure manual: [http://www.ncwd-youth.info/sites/default/files/411\\_Disability\\_Disclosure\\_complete.pdf](http://www.ncwd-youth.info/sites/default/files/411_Disability_Disclosure_complete.pdf)
- Stepping Forward: A Self Advocacy Guide:  
[http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/steppingforward\\_color\\_interactive\\_14.pdf](http://www.ct.gov/brs/lib/brs/pdfs/guidepostdocs/steppingforward_color_interactive_14.pdf)
- Job Accommodation Network (JAN):  
<https://askjan.org/soar/index.htm>

## Information/Forms

### Teacher forms

- Teacher Vendor Application
- W9
- DVR ETS Request for PETS (student)
- DVR ROI (student)
- JOBZ Club signage

### Student Handouts

- Module #1- Module #6: Student Journal Sheets
- Module #7 – Self –Advocacy Handouts
  - My Self- Advocacy Plan
  - DVR Self-Advocacy Flyer
  - DVR Client Services Flyer
  - DEI Youth Flyer
- Student Certificate
- Exit Survey

## JOBZ Club Materials

- Skills to Pay the Bills activity manual
- Skills to Pay the Bills video series

## USB Contents

- How to Run a JOBZ CLUB Manual
- Information and Forms
- Skills to Pay the Bills manual and link to videos
- 411 on Disability Disclosure manual
- Stepping Forward a Self-Advocacy Guide
- Institute for Inclusion: Teaching Networking Skills
- Resource links
- Information and Forms



Alaska Division of Vocational Rehabilitation
Teacher Vendor Application

Name: \_\_\_\_\_
(Name as it appears on your IRS tax return)

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: AK Zip Code: \_\_\_\_\_ Phone: \_\_\_\_\_
(Circle any that apply) Voice / TDD / Fax / Cell / Msg.

Email: \_\_\_\_\_ FAX \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

This application is for the purpose of certifying teachers as paid vendors of the Alaska Division of Vocational Rehabilitation (DVR) to deliver JOBZ Club services to students with disabilities. To be considered complete the bottom portion should be completed by a school administrator (principal, special ed. director, etc.) and returned with a signed W9 to: Jim Kreatschman, Youth Transition Coordinator at jim.kreatschman@alaska.gov

DVR can purchase other services through its network of Certified Rehabilitation Providers (CRP). More information can be found at http://www.labor.state.ak.us/dvr/

School Acknowledgment

I support \_\_\_\_\_, as a teacher in good standing, application to become a vendor for the Division of Vocational Rehabilitation to provide JOBZ Club services to students with disabilities.

I further understand:

- JOBZ Club is an after school activity to provide students with disabilities Pre-Employment Transition Services to help prepare them for transitioning from school to work.
This teacher is receiving financial reimbursement from DVR for providing JOBZ Club services.

Signature: \_\_\_\_\_ Date \_\_\_\_\_

Title: \_\_\_\_\_

For DVR use only:
Approved by: \_\_\_\_\_ Date \_\_\_\_\_

## Request for Taxpayer Identification Number and Certification

**Give Form to the  
 requester. Do not  
 send to the IRS.**

|   |   |   |
|---|---|---|
| <b>Print or type<br/>See Specific<br/>Instructions on page 2.</b> | 1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.   |   |
|   | 2 Business name/disregarded entity name, if different from above  |   |
|   | 3 Check appropriate box for federal tax classification; check only <b>one</b> of the following seven boxes:<br><input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate<br><input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶ _____<br><b>Note.</b> For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.<br><input type="checkbox"/> Other (see instructions) ▶ _____ |   |
|   | 4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):<br>Exempt payee code (if any) _____<br>Exemption from FATCA reporting code (if any) _____<br><i>(Applies to accounts maintained outside the U.S.)</i>   |   |
|   | 5 Address (number, street, and apt. or suite no.)   | Requester's name and address (optional) |
|   | 6 City, state, and ZIP code   |   |
|   | 7 List account number(s) here (optional)  |   |

### Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

| Social security number |  |  |  |  |  |  |  |  |  |
|------------------------|--|--|--|--|--|--|--|--|--|
|                        |  |  |  |  |  |  |  |  |  |

or

| Employer identification number |  |  |  |  |  |  |  |  |  |
|--------------------------------|--|--|--|--|--|--|--|--|--|
|                                |  |  |  |  |  |  |  |  |  |

**Note.** If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

### Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

**Certification instructions.** You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

|                  |                            |        |
|------------------|----------------------------|--------|
| <b>Sign Here</b> | Signature of U.S. person ▶ | Date ▶ |
|------------------|----------------------------|--------|

### General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

**Future developments.** Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at [www.irs.gov/fw9](http://www.irs.gov/fw9).

#### Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (canceled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

*If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding? on page 2.*

By signing the filled-out form, you:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
- Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.



Alaska Divisions of Vocational Rehabilitation
& Employment and Training Services

Request for Pre-employment Transition Services

Student Name: \_\_\_\_\_
(Last) (First) (Middle)

Gender: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ SSN: \_\_\_\_\_
\*Required

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: AK Zip Code: \_\_\_\_\_ Phone: \_\_\_\_\_
(Circle any that apply) Voice / TDD / Fax / Cell / Msg.

Email: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Select one: Student with a disability [ ] IEP [ ] 504 Plan [ ]

By signing this form, I am requesting Pre-employment Transition Services from the Alaska Division of Vocational Rehabilitation (DVR) and/or Division of Employment and Training Services (DETS) based upon the criteria that I am a student who is potentially eligible for DVR services. I understand that in order to pursue DVR and/or DETS services, other than Pre-employment Transition Services, I will need to complete an application and provide DVR and/or DETS with information needed to determine my eligibility.

For the specific purpose of participation in Pre-Employment Transition Services (PETS), I grant permission for the PETS Provider listed below to exchange information with DVR and DETS to verify the services were provided to me. This consent is subject to revocation at any time except to the extent that the disclosure has already occurred. If not previously revoked, this consent will expire 1 year from date of signature.

The confidentiality of personal information requested on this form and with this authorization is protected by AS 23.15.190, 8 AAC 98.510 — 8 AAC 98.550, 8 AAC 98.990, and 34 CFR 361.38.

Student Signature: \_\_\_\_\_ Date \_\_\_\_\_
(If participant is under 18, a parent or guardian signature is required.)

Parent/Guardian Name: \_\_\_\_\_ / \_\_\_\_\_ Date \_\_\_\_\_
(Printed) (Signature)

Provider Use Only

PETS Provider: \_\_\_\_\_ DVR Approved? Y N

Services Provided (check all that apply): Date/Dates of Service: \_\_\_\_\_

- Job Exploration Counseling
Work Based Learning Experience
Counseling on Opportunities for postsecondary education/training
Workplace Readiness Training
Self-Advocacy Instruction/Peer Mentoring

Student/family has been provided information on how to pursue DVR services

Signature: \_\_\_\_\_ Date \_\_\_\_\_



DATE:

TIME:

LOCATION:



# Student Journal

Name: \_\_\_\_\_

Module title: \_\_\_\_\_

Date: \_\_\_\_\_

Something I learned today: \_\_\_\_\_

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Think of a job or career goal you have. How can what you learned today help you be successful at that Job?

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Would you be able to demonstrate this new skill in an interview or on the job? How?

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## My Personal Self-Advocacy Plan

Name: \_\_\_\_\_ Date: \_\_\_\_\_

My disability is: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

My learning strengths are: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

My learning weaknesses are: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I learn best when: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

I will need these accommodations to be successful at school and work: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_



## DVR can Help Students Prepare for Postsecondary Activities

**Students leaving high school are moving from an environment that is structured to “ensure student success” to one that is designed to “allow equal access.”**

Unlike IDEA, postsecondary education students with disabilities are not entitled to services but can request reasonable accommodations. It becomes the responsibility of the students to:

- identify themselves as having a disability;
- provide documentation of their disability; and
- request accommodations and services supported by the documentation.

### **How the Division of Vocational Rehabilitation (DVR) can Help**

- DVR can build on the self-advocacy training provided by the school to ensure the student understands their disability enough to explain it to others in order to achieve success in the environment of postsecondary education and the “working world.”
- DVR can provide the documentation required by postsecondary education/training institutions and pay for assessments. An individualized education plan (IEP) or Section 504 accommodation plan may help identify services that have been effective in high school, but this is generally not sufficient documentation for postsecondary education.
- DVR can help identify reasonable accommodations such as academic adjustment and assistive technology the student will need to be successful in postsecondary education/training and/or employment.
- DVR can often provide students with items specific to their postsecondary needs, such as tutoring, assistive technology devices, and computers and related equipment.

### **How to Connect a Student to DVR**

The “Transition Tools for Teachers” web page, [www.labor.state.ak.us/dvr/transition.htm](http://www.labor.state.ak.us/dvr/transition.htm) contains specific referral guidance information and the Secondary Transition Referral Form.

The [Referral Guidance](#) is an easy to use tool that allows the IEP team, school nurse, shop teacher, parent, or anyone involved with the student, to determine if a student might benefit from a referral for DVR services. If a youth has been identified as having a disability (e.g. special education, section 504 plan) or is suspected to have a disability and appears appropriate for our program, the [“Secondary Transition Referral Form”](#) can be filled out and sent to the DVR office serving your school. Contact information is available on the Transition Tools for Teachers web page.

### **Have More Questions?**

Contact DVR’s Youth Transition Coordinator at [jim.kreatschman@alaska.gov](mailto:jim.kreatschman@alaska.gov)



# Helping Alaskans with Disabilities Get Good Jobs

Each year the Division of Vocational Rehabilitation (DVR) helps hundreds of Alaskans with disabilities get and keep good jobs based on their interests, skills, abilities and the job market where they live. If you want to work or keep working and have a physical, intellectual or mental condition that makes this hard, you may be eligible.

## WHO QUALIFIES

Some physical, intellectual or mental conditions can make it hard to do things like walk, see, hear, breathe, care for oneself, sit, stand, lift, learn or think. These conditions are sometimes referred to as disabilities. Some disabilities are present at birth. Others result from illness, injury or aging. If you are having trouble finding or keeping a job because of these or other physical, intellectual or mental conditions and need our services to overcome these challenges, contact us to see if you are eligible.

## SERVICES

Your DVR counselor will help you set a job goal, choose the services you need to reach your goal, and select the providers of those services. The services you use depend on your individual circumstances and job goal.

### Some examples:

- Identify a job that will bring you success and satisfaction;
- Identify how you can reduce the impact of your disability through counseling, training or by using technology;
- Develop work skills and enhanced knowledge through training and education;
- Obtain tools, equipment, books and supplies required by your job or for training.
- Access interpreter, reader or tutorial services;
- Help finding a job and help once you get a job so that you can keep it.

## For More Information

- *Website:* [www.labor.alaska.gov/dvr/](http://www.labor.alaska.gov/dvr/)
- *Email:* [dol.dvr.info@alaska.gov](mailto:dol.dvr.info@alaska.gov)
- Call the nearest office

*We are an equal opportunity employer/program.*

*Auxiliary aids and services are available upon request to individuals with disabilities.*

## CALL TO APPLY

### Anchorage - 6th Avenue

(907) 269-3580 or  
(888) 330-6468

### Anchorage - Debarr

(907) 269-2060 or  
(800) 478-4467

### Eagle River

(907) 696-6840

### Fairbanks

(907) 451-3150 or  
(800) 478-2839

### Juneau

(907) 465-8943 or  
(800) 478-2387

### Kenai

(907) 283-3133 or  
(800) 478-3136

### Ketchikan

(907) 228-3245 or  
(800) 478-5387

### Kodiak

(907) 486-5787 or  
(800) 478-5787

### Sitka

(907) 747-4788 or  
(800) 478-2726

### Wasilla

(907) 352-2545 or  
(800) 770-4124



# Start a Career!

**Are you a person with a disability? Age 14-24?  
Need help starting a career?**

**Alaska's Youth Works program may be able to get you started with:**

- One-to-One Career Exploration and Counseling
- Job Readiness Workshops
- Demand Driven Occupational Training
- Paid Work Experience and Internships
- Additional Supportive Services
  - Access to multiple agency resources
  - Accommodations available, including access to adaptive technology
  - Social Security Benefit Information and Assistance



## To Get Started, Contact A Job Center Near You.

Anchorage: Melissa Mitchel, 907-269-6514, [Melissa.mitchel@alaska.gov](mailto:Melissa.mitchel@alaska.gov)

Wasilla: Diane Forster, 907-352-2508, [diane.forster@alaska.gov](mailto:diane.forster@alaska.gov)

Fairbanks: Rene Nordin, 907-451-5966, [rene.nordin@alaska.gov](mailto:rene.nordin@alaska.gov)

Kenai: Nicolette Corbett, 907-335-3007, [Nicolette.corbett@alaska.gov](mailto:Nicolette.corbett@alaska.gov)

Juneau: Windy Swearingin, 907-465-2964, [windy.swearingin@alaska.gov](mailto:windy.swearingin@alaska.gov)







# Work Readiness Skills Training

Certificate of Completion

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Facilitator

Date



## Student Exit Survey

Name: \_\_\_\_\_

Your feedback can help make JOBZ Club better. Please take a few minutes to complete this survey. Please mark the extent to which you agree or disagree with the following:

|  | Agree | Somewhat Agree | Somewhat Disagree | Disagree |
|--|-------|----------------|-------------------|----------|
| 1. Participating in JOBZ Club helped me understand the importance of soft skills on a job? |       |                |                   |          |
| 2. What I learned about Communication will help me at a job?                               |       |                |                   |          |
| 3. What I learned about Enthusiasm and Attitude will help me at a job?                     |       |                |                   |          |
| 4. What I learned about Teamwork will help me at a job?                                    |       |                |                   |          |
| 5. What I learned about Professionalism will help me at a job?                             |       |                |                   |          |
| 6. The activities were helpful for learning the concepts of soft skills?                   |       |                |                   |          |
| 7. I will be a better employee from the skills I learned from JOBZ Club?                   |       |                |                   |          |

Comments or suggestions to make JOBZ Club better: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_