

Alaska Department of Labor and Workforce Development  
Division of Vocational Rehabilitation

Invitation to Submit a Proposal to Provide a  
**2024 Summer Work Program**

The Division of Vocational Rehabilitation (DVR) funds Summer Work Programs statewide. This initiative is designed to create opportunities for students with disabilities to gain valuable work experience and training toward developing a pathway to a career.

**Project Proposal Due Date:**  
On or before: **March 26, 2024**

**Performance Period:**  
4 to 6 consecutive week period between  
May 25, 2024 - July 31, 2024

**Eligibility:**

**Alaska School District or Individual High School or Home School Program or  
Community Non-Profit Agency**

Please submit proposals electronically to [jim.kreatschman@alaska.gov](mailto:jim.kreatschman@alaska.gov)

Please read the entire Invitation for Proposals, including all attachments.

**Proposal Technical Assistance ZOOM Session for Q&A:**

**February 27<sup>th</sup> at 9:00 AM**

Join Zoom Meeting

<https://zoom.us/j/5992304365?pwd=U2hGdzB6WE9pdnF4Nkw4UzNYdnhXdz09&omn=92962092106>

Meeting ID: 599 230 4365

Passcode: 1234

+1 719 359 4580 US

• +1 253 205 0468 US

Questions regarding the invitation should be directed to Jim Kreatschman, [jim.kreatschman@alaska.gov](mailto:jim.kreatschman@alaska.gov)

## 2024 Summer Work Programs (SWP)

### Overview and Purpose

The 2024 Summer Work Program (SWP), administered by the Department of Labor and Workforce Development Division of Vocational Rehabilitation (DVR), will assist students with disabilities to receive the pre-employment transition services they need to transition from school to work, postsecondary education, or training.

The Summer Work Program focuses on supervised work experience, combined with a planned learning program, to provide students with disabilities valuable work skills. Work-based learning experiences are an important component in preparing youth for competitive integrated employment. Benefits include:

- Exposure to the workforce, work practices, and workplace expectations;
- Practicing workplace readiness soft skills;
- Developing a better understanding of interests, values, and strengths; and
- Exploring occupations and setting goals toward a career pathway.

### Student with a Disability

A **Student with a Disability** is aged 14-21 and is enrolled in a secondary education program (high school). A student with a disability may include, but is not limited to, those with physical, sensory, intellectual, mental health, or communication disabilities who:

- Is on an IEP or 504 plan; or
- Is a student who is **potentially eligible** for DVR services due to a physical, sensory, intellectual, mental health, or communication disability who may not be “identified” by the school district to receive special education or related services but whose disability could create a barrier to postsecondary education or employment.

**Potentially eligible** could be students not identified by school districts for special education but who have difficulties learning, difficulties with attention, or are challenged emotionally or behaviorally. This could also include students who have been through treatment, involved in foster care, or juvenile justice.

### Project Services

Provide each student participant with a maximum of 160 hours of a paid work-based learning experience, not to exceed 6 weeks. The work-based learning experience will combine 145 hours of actual paid work experience along with 15 hours of paid classroom instruction /community exploration.

**Work-based Learning Experiences:** The work-based learning experience should, to the maximum extent possible, align with the participant’s interests and needs. Funding for each participant is directly tied to the extent the participant is involved in an integrated community setting and to the extent that a

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community business is providing direct supervision and evaluation. Each program will identify one of the following methods for providing work experience:

**Community-Based Work Experience:** These may be in the private, for-profit sector, the non-profit sector, or the public sector. Typically, community-based work experiences place an individual student with an employer in the community. The employer assigns the work tasks and assumes supervision and evaluation of the participant. Crew work can be considered community-based if the participants are supervised and evaluated by the employer, not your SWP staff. Community-based work experience, whether individual placement or crew, requires documentation of the employer's role. (e.g., SWP staff provides a participant or crew to clean up a construction site. The **employer/business** provides supervision, assigns tasks, direction, instruction, and performance evaluation).

**Project-Based Work Experience:** These are usually associated with programs working with participants needing a higher level of supervisory oversight and support. Participants work in crews and are supervised by Summer Work Program staff. The participants are working in and around the program's facility. In some instances, the crews may perform tasks in the community, such as grounds maintenance. The difference between a project-based work experience and a community-based work experience (see below) is the level of employer involvement (not the level of your staff's involvement) in the daily supervision and evaluation of the participants. An example of a project-based work experience: the SWP provides a participant or crew to clean up a construction site. The SWP provides the worksite supervision; assigns tasks, gives direction, and provides instruction and evaluation. In this example, it is the SWP staff providing the supervision and not the actual business.

**Hybrid Work Experience:** Your SWP may choose to combine project-based and community-based work experiences to encourage maximum participation of participants with varying levels of abilities and needs. Each participant is placed in and funded at, the setting most appropriate to their ability and supervisory needs. The above definitions will be appropriate for describing whether a participant is involved in a project or community-based setting.

**Instructional Component:** Your SWP will be expected to provide 15 hours of classroom instruction/community exploration. The instructional component will include elements of work readiness training (soft skills), job exploration, and self-advocacy training to ensure that participants are exposed to career pathways and workplace expectations, as well as identifying any needed accommodations. (See Funding)

*SWP Programs are required to provide a minimum of 5 hours of the 15-hour instructional component before participants are placed in a work experience. The five hours should be used for the development of work readiness skills (soft skills) to better prepare participants to be successful "on the job".*

- Work Readiness Skills include communication, teamwork, problem-solving, attitude, and professionalism.

The remaining 10 hours of the instructional component can be implemented at intervals throughout the duration of the work experience to review and reinforce what participants are learning on the job. Participant wages are also paid while participating in the Instructional Component. Examples include:

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- Providing assistance towards identifying interests, abilities and workplace values;
- Conducting Workplace Tours / Informational Interviews;
- Providing counseling toward identifying career pathways; and
- Continued development of essential work readiness skills through reflective learning from time spent on the job.
- Completion of “My Career Plan”- (Required: completed by each student over the course of the program. My Career Plans should be submitted with the final payroll.)

*\*Student participants’ hourly wages are paid while participating in the Instructional Component.*

**Peer Mentoring:** DVR is a national peer mentoring pilot project endorsed by the Rehabilitation Services Administration. Peer mentoring is a process through which a more experienced individual encourages and assists a less experienced individual to develop his or her potential within a shared area of interest. Peers share common characteristics, attributes, or circumstances such as age, ability, interests, etc. Peer mentors are individuals who have more experience within a common area along with additional training in how to assist another in acquiring skills, knowledge, and attitudes to be more successful in life.

SWPs can choose to include Peer Mentoring in their summer work experience by employing a peer mentor to be a positive role model who works alongside participants. Adopting peer mentoring for the SWP enhances the effectiveness of services and provides additional staffing for the SWP. Wages for the peer mentor will be reimbursed through this project. (*see funding*)

*The Peer Mentor Overview and Expectations for Participation are included in the attachments.*

## **Funding**

Summer Work Program is funded through the Division of Vocational Rehabilitation. All activities are paid on a fee-for-service basis. Project proposals should state the number of participants the project plans to serve (25 student participants maximum).

***Your SWP is responsible for being the student’s employee of record and running payroll.*** Being the employee of record requires following all applicable requirements and laws pertaining to employment and when appropriate, necessary work permits for students under 18. Participant wages and required benefits for the project are reimbursable from DVR with the submission of payroll documentation.

Funding for program implementation and oversight is based on the type and length of the program provided:

**Community-Based Work Experience:** Your SWP will be paid for placement and follow-along for each participant involved in a Community-Based Work Experience at the following rates:

4 Week Summer Work Program at \$1,200 per student participant

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5 Week Summer Work Program at \$1,350 per student participant

6 Week Summer Work Program at \$1,500 per student Participant

**Project-Based Work Experience:** Your SWP will be paid for placement and supervision of each participant involved in a Project Based Work Experience at the following rates:

4 Week Summer Work Program at \$1,000 per student participant

5 Week Summer Work Program at \$1,100 per student participant

6 Week Summer Work Program at \$1,200 per student Participant

**Hybrid Work Experience:** Your SWP will be paid for each participant, according to the individual participant's placement, at the amounts above.

**Instructional Component:** Each organization will also receive additional funding for providing the 15 hours of instruction (outlined above) in the amount of \$210.00 dollars per participant.

**Participant Wages:** Participants are allowed a maximum of 160 hours of work experience wages, not to exceed 6 weeks. *The 160 hours include the 15 hours of the instructional component.* Wages are to be paid at the Summer Work rate of \$13.50 per hour. Your SWP is responsible for administering participant payroll and will be reimbursed for actual payroll and required benefits **at \$16.00 an hour.** Documentation of actual participant payroll is required for reimbursement of participant wages.

- *DVR does not reimburse for additional hours above the 160 allowed per participant or overtime hours! Programs are responsible for and paid for, setting up and monitoring a participant's work experience. Monitoring includes oversight of a participant's work schedule.*

**Peer Mentoring Funding:** Peer mentor wages will be paid as a fee by DVR for 160 hours of work at a rate of \$18.00 an hour plus required benefits. The 160 hours are direct service hours with participants, whether one-on-one or in a group. Peer mentor hours cannot be billed for program design, set-up, administration, or reports. Wages for hours worked, other than those spent directly with participants or above the maximum 160, will need to come from other project funds. One peer mentor can be employed per project. Anticipated peer mentor funding per project site- \$3,456.00 (\$18.00 hr. x 20% = \$21.60 per hour x 160 hrs. *(see attachments for more information on Peer Mentoring)*

**Competitive Integrated Employment Outcome Payment:** Your SWP will receive a \$500.00 outcome payment for each participant who transitions into competitive integrated employment during the course of the project. Competitive employment for the purpose of this project is defined as full or part-time work where the employer is paying wages at minimum wage or higher and, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with co-workers without disabilities. The outcome payment for competitive integrated employment is for reimbursement for services necessary to ensure a coordinated transition for the participant and the employer. The "Employer/Student Competitive Employment Agreement" will document the transition from a subsidized work experience to competitive integrated employment. *(see attachment)*

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### **Scope of Services Requested and Deliverables**

Implement a 4 to 6 consecutive-week, Summer Work Program that provides Students with Disabilities the opportunity to gain work experience, practice work readiness skills, and explore careers towards developing a personal career path.

- Conduct outreach to identify Students with Disabilities needing Pre-Employment Transition Services to participate in a Summer Work Program.
- Gather student documentation for participation:
  - DVR Request for Pre-Employment Transition Services (attached)
  - Work permits- <http://labor.alaska.gov/lss/rights.htm> & <http://labor.alaska.gov/lss/forms/workpermit.pdf>
- Ensure a physically safe and ethical environment appropriate for and beneficial to participants.
- Adhere to all state and federal child labor laws.
- Provide varied experiences that engage youth, promote retention, incorporate peer learning through group activities, and facilitate the development of self-advocacy and leadership skills.
- Identify an SWP Program Manager to provide supervision, and instruction, and document the progress of participants.
- Adhere to all state and federal child labor laws.
- Provide documentation of Instructional Component – a ***My Career Plan*** (attached) will be completed by each student participant over the course of the program and returned with the final payroll request.
- Provide documentation of supervision and support – ***SWP Work Experience Report*** (attached) for each participant must be returned with the final payroll invoice.

The knowledge and skills of the Program Manager working with participants is essential to program success. The Program Manager should have a thorough understanding of Alaska’s workforce system and how to assist students in understanding and accessing more intensive services through DVR and:

- Contacting the local DVR office and coordinating with the assigned counselor opportunities for outreach activities (contact info will be provided before program implementation).
- Providing opportunities and encouraging participants to pursue DVR services in their community.

### **Program Eligibility**

Applicants must be an approved DVR Summer Work Program Provider. For more information and the SWP Provider application packet contact Jim Kreatschman, Youth Transition Coordinator at: [jim.kreatschman@alaska.gov](mailto:jim.kreatschman@alaska.gov)

### **Participant Eligibility**

A **Student with a Disability** is aged 14-21 and is enrolled in a secondary education program (high

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school). A Student with a Disability may include but is not limited to: those with physical, sensory, intellectual, mental health, or communication disabilities who:

- Is on an IEP or 504 plan; or
- Is a student who is **potentially eligible** for DVR services due to a physical, sensory, intellectual, mental health, or communication disability, who may not be “identified” by the school district to receive special education or related services, but whose disability could create a barrier to postsecondary education or employment.

**Potentially eligible** could be students not identified by school districts for special education but who have difficulties learning, difficulties with attention, or are challenged emotionally or behaviorally. This could also include students who have been through treatment, involved in foster care, or juvenile justice.

**Project Design - Project proposals should describe:**

1. Qualifications of the organization to implement the proposal, including experience with the provision of work-based learning opportunities for youth.
2. The qualifications of the SWP Manager. If a Program Manager has not been identified, provide a job description that includes minimum qualifications.
3. How the organization will recruit student participants and the number of participants the project will serve. (25 participants maximum)
4. How the project will ensure the retention of participants.
5. How the project will deliver and document elements of the Instructional Component
6. How the project will engage with local businesses as a Community-based, Program-based, or Hybrid work program. Describe any prior experience or existing agreements.
7. Steps the organization will take to ensure the summer work program will hold participants to “real workplace expectations.”
8. Describe the organization’s capacity to provide fiscal oversight and accuracy of payroll.
9. If the organization intends to include Peer Mentoring, explain how this will be accomplished, including the training and written requirements. (see Peer Mentor Overview in attachments)
10. Attach the signed proposal cover sheet to the front of the proposal (see attachments).

**Program performance measures-**

- **Recruiting** – Programs are expected to recruit the number of participants they commit to. Over-estimating recruitment goals prevents other programs from serving more students.
- **Retention** – Programs are expected to have an 80% retention rate throughout the summer. Each SWP should have a program that engages participants and a plan for re-engaging students who drop out.
- **Student Paperwork**- should be checked for accuracy and completeness and turned in by the due date.
- **Reimbursement of participant payroll– accuracy and timely submission** - Programs need to ensure that participant timesheets have been checked for accuracy and entered correctly on the required calculation sheet. Payroll records or summaries will need to be submitted with the

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calculation sheet to document participant payroll. The calculation sheet will be provided at a later date.

**Certification Prior to Working with Minors**

All SWP applicants must certify that no employee, paid contractor, or unpaid volunteer or consultant working on any portion of this project will have contact with minors or dependent adults unless the person has successfully passed a fingerprint-based criminal background check per (AS) 12.63.160 and (AS) 12.62.400. This applies to the SWP and not employees of the businesses where students are placed for work experience. Programs should perform due diligence to ensure students are placed at appropriate and safe work sites.

**Correspondence, Publications, and Promotional Materials**

Correspondence, publications, and promotional materials for this program will include the following statement: "This project is funded by the Department of Labor and Workforce Development, Division of Vocational Rehabilitation."

**Project Proposal Review**

DVR will perform an initial review of all proposals. All complete, responsive, and eligible project proposals will be evaluated by a review committee that will make funding recommendations to DVR based upon:

- The applicant's ability to provide services;
- Equity of geographic coverage;
- Community inclusion services should be in the most integrated environment and include exposure to real work settings to the maximum extent possible; and
- The applicant's ability to engage community businesses in the instructional component and participant work experiences.

Project proposals that are non-responsive or submitted by ineligible applicants will not be considered by the review committee.

**Monitoring:**

All approved projects are subject to monitoring by DVR in order to ensure compliance with the project scope, objectives, and goals.

**References:**

FLSA- <https://www.dol.gov/agencies/whd/flsa>

US Department of Labor Youth Employment Guide:

<https://www.dol.gov/sites/dolgov/files/whd/youthrules/YouthEmploymentGuide.pdf>



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Alaska Division of Labor Standards and Safety- <http://www.labor.state.ak.us/lss/childlaw.htm>  
Dept. of Public Safety- <https://dps.alaska.gov/Statewide/R-I/Background/Home>

Examples of Job Exploration tools:

- Explore Work- <https://explore-work.com/>
- AKCIS- [https://acpe.alaska.gov/STUDENT-PARENT/College\\_Career/AKCIS](https://acpe.alaska.gov/STUDENT-PARENT/College_Career/AKCIS)
- Careeronestop- <http://www.careeronestop.org/ExploreCareers/SelfAssessments/FindAssessments.aspx>
- Payscale- <https://www.payscale.com/index/US/Job>

Examples of Workplace Readiness Training tools:

- JOBZ Club - <http://labor.alaska.gov/dvr/transition-jobz-club.htm>
- Stepping Forward - <http://www.labor.state.ak.us/dvr/transition/linked-documents/stepping-forward-self-advocacy-guide.pdf>
- The 411 on Disability Disclosure: <http://www.labor.state.ak.us/dvr/transition/linked-documents/411-disability-disclouser.pdf>

**Attachments:**

1. DVR Request for Pre-Employment Transition Services
2. Proposal Cover Sheet
3. Peer Mentor Overview and Expectations for Participation
4. Participant Timesheet and Evaluation form
5. My Career Plan- participant documentation requirement
6. SWP Work Experience Report – staff documentation requirement
7. AK DOL Release for Publication
8. Employer/Student Competitive Employment Agreement

**Proposals are due by close of business: March 26, 2024**



State of Alaska  
 Department of Labor and Workforce Development  
 Division of Vocational Rehabilitation  
**Referral for Pre-Employment Transition Services**



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

**Date of Birth:** \_\_\_\_\_ **\*SSN:** \_\_\_\_\_  
(\*Required)

**Mailing Address:** \_\_\_\_\_ **City:** \_\_\_\_\_ **State: AK** **Zip Code:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Email:** \_\_\_\_\_

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

**Select all that apply:**     Student with disability             IEP             504 Plan

**Race (mark all that apply):**     American Indian or Alaskan Native             African American or Black     Asian  
     Native Hawaiian or Other Pacific Islander             Caucasian/White

**Ethnicity:**     Hispanic or Latino (Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race)

**I experience:**

- Attention-Deficit/Hyperactivity Disorder             Developmental/Intellectual Disability     Physical Disability
- Autism Spectrum             Emotional/Behavioral Condition             Speech/Language Difficulties
- Blindness/Visual Impairment             Learning Difficulties
- Brain Injury             Medical Disability
- Deaf/Hard of Hearing             Other: \_\_\_\_\_

I am requesting Pre-Employment Transition Services from DVR based upon the criteria that I am a student with a disability who is potentially eligible for DVR services. I understand that in order to pursue services other than Pre-Employment Transition Services, I will need to complete an application and provide DVR with information needed to determine my eligibility. I understand that as a recipient of services from DVR, I have the right to seek advocacy services from the Client Assistance Program (CAP) at 1-800-478-1234 or [akpa@drcak.org](mailto:akpa@drcak.org). For the specific purpose of participation in Pre-Employment Transition Services, I grant permission for the service provider to exchange information with DVR to verify 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 AAC98.510 – 8 AAC 98.550, 8 AAC 98.990, and 34 CFR 361.88.

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
(If student is under 18, a parent/guardian signature is required.)

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

*\*\*\*By signing below, I affirm that the student named above experiences a disability per 34 CRF 361.5 (51)\*\*\**

**Verifier Name:** \_\_\_\_\_ **Title:** \_\_\_\_\_  
(CRP, Teacher, Service Provider)

**Comments:** \_\_\_\_\_

## 2024 Summer Work Program Proposal Coversheet

Organization: \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

Contact Person: \_\_\_\_\_

Fiscal Person: \_\_\_\_\_

Telephone: \_\_\_\_\_

Telephone: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

Agency FAX: \_\_\_\_\_

Number of participants the project will serve: \_\_\_\_\_

Project Based Program       Community Based Program       Hybrid Work Program

### Certifications

\_\_\_\_\_ I have reviewed and understand the conditions of the invitation for DVR Summer Work and have submitted an application to become an approved Summer Work Program Provider.

\_\_\_\_\_ I certify that no employee, paid contractor, or unpaid volunteer or consultant working on any portion of this project will have contact with minors or dependent adults unless the person has successfully passed a **fingerprint** based criminal background check per (AS) 12.63.160 and (AS) 12.62.400.  
*(Not required for the businesses providing work sites for summer work participants)*

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name and Title

## 2024 Summer Work Program

### **Peer Mentor Overview and Expectations for Participation**

Summer Work Programs are encouraged to incorporate peer mentoring into their summer work programs. Peer mentoring provides both a more comprehensive service to participants and a strategy for cost effective additional staffing of the program.

**A Peer Mentor is:** Someone close in age to the project participants who can offer guidance, support and encouragement. The peer mentor's job is to work side by side with participants and exhibit, through word and deed, what it means to be an ethical, responsible and professional employee.

*Peer Mentors are:*

- Within 4-6 years of age of the participants age
- Can have or not have a disability
- Have excellent communication and interpersonal skills
- Have an openness to learning
- Possess sensitivity to people of different abilities, beliefs and backgrounds

**A Peer Mentor is not:** The Project's Coordinator. While the peer mentor may assist the project coordinator with some supervision and instructional duties, to be effective in their role the peer mentor must have the maturity to distinguish his/her role as a mentor from the role of a boss.

### **Requirements**

Both the project coordinator and the project's peer mentor must complete an on-line training. Training is provided free of charge through PolicyWorks: YouTube: <https://youtu.be/Leanb4xd99k> or Vimeo: <https://vimeo.com/269058760>

Each Peer Mentor is expected to provide a story about their summer mentor experience and a picture. An Example can be found at: [Peer Mentor Story](#)

### **Funding**

Peer mentor wages will be reimbursed by DVR for 160 hours of work at a rate of \$16.00 an hour plus required benefits. The 160 hours are direct service hours with participants, whether one-on-one or in a group. Peer mentor hours cannot be billed for program design, set-up, administration or reports. Wages for hours worked, other than those spent directly with participants or above the maximum 160, will need to come from other funds. One peer mentor can be employed for every 10 participants. Anticipated peer mentor funding per project site- \$3,456.00 (\$18.00 hr. x 20% = \$21.60 per hour x 160 hrs.)

## DVR Summer Work Program Timesheet and Evaluation

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

Supervisor: \_\_\_\_\_ Supervisor Phone: \_\_\_\_\_

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<b>Date</b>							
<b>Start Time</b>							
<b>Lunch</b>							
<b>End time</b>							
<b>*Daily hours worked (minus lunch)</b>							
* Hours worked per day/week must comply with all federal and state labor laws. No overtime hours can be turned in for DVR wage reimbursement.						<b>Total Weekly Hours Worked</b>	

### Performance Evaluation

Worksite Supervisor: please rate the participant on the following job development skills (3 being the best). If this participant earns a low rating on any area, please discuss improvement plan with participant and enter comments below.

(Circle One)

ATTENDANCE	Is on time and meets the schedule regularly.	1   2   3
ATTITUDE	Is motivated, accepts direction and criticism.	1   2   3
DEPENDABILITY	Follows through on work assignments.	1   2   3
WILLINGNESS TO LEARN	Attempts to improve and acquire new skills.	1   2   3
APPEARANCE	Appears well groomed and dressed appropriately.	1   2   3
INTERPERSONAL RELATIONS	Develops rapport with coworkers, supervisors, and public.	1   2   3

Evaluation Comments (if applicable):

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Participant Signature

Date

Worksite Supervisor Signature

Date

# My Career Plan

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

## Who Am I?

Some words that describe my personality include: \_\_\_\_\_

\_\_\_\_\_

My strengths and abilities are: \_\_\_\_\_

\_\_\_\_\_

I learn best through: \_\_\_\_\_

\_\_\_\_\_

Things I want to improve about myself are: \_\_\_\_\_

\_\_\_\_\_

## What I Want?

The most important things about a job for me are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Careers that interest me:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

The level of education I will need to pursue these careers:

High school Diploma

College

Vocational Training

Other: \_\_\_\_\_

## Things I'll Need

Think about any challenges that could be a barrier to achieving your goals. Some possible challenges include: Transportation, child care, learning disability, health of mental health condition, physical limitation, criminal record or court involvement.

What are some supports that could help you do your best: \_\_\_\_\_

\_\_\_\_\_

Who can you count on for support? \_\_\_\_\_

\_\_\_\_\_

What are some accommodations you might need to work effectively at a job? \_\_\_\_\_

\_\_\_\_\_

Do you feel comfortable asking for the supports and accommodations you need? Why? \_\_\_\_\_

\_\_\_\_\_

## My Summer Work Experience

Did your summer work experience live up to your expectations? \_\_\_\_\_

\_\_\_\_\_

Did the summer work experience help you define a career goal?

\_\_\_\_\_

\_\_\_\_\_

What was the most important thing you learned about working this summer?

\_\_\_\_\_

\_\_\_\_\_

What's the most important thing you learned about yourself this summer?

\_\_\_\_\_

\_\_\_\_\_



# Work Experience Report

Student Name \_\_\_\_\_

Job Site \_\_\_\_\_

Brief description of Job Tasks \_\_\_\_\_

<b>Work Readiness Skills Attainment:</b>	<b>Needs Improvement</b>	<b>Ready to Work!</b>
Communicate with supervisor		
Ability to work with others		
Displays good work attitude		
Professionalism (on time, appropriate dress, hygiene, etc.)		

Overall Workplace Strengths: \_\_\_\_\_

Overall Workplace Weaknesses: \_\_\_\_\_

Helpful Supports: \_\_\_\_\_

DVR should follow up with this student because: \_\_\_\_\_

Staff Name \_\_\_\_\_





**ALASKA DEPARTMENT OF LABOR  
& WORKFORCE DEVELOPMENT**

I, \_\_\_\_\_, grant the **State of Alaska**, the **Alaska Office of the Governor**, the **Alaska Department of Labor & Workforce Development** and/or other/additional State of Alaska departments, agencies, divisions, sections or units the irrevocable right to use my photographic/videographic likeness and/or verbal and/or written comments for reproduction in any media including but not limited to print and electronic media and the Internet for purposes of news dissemination, public information, marketing or public policy discussion purposes. My release of these images and/or commentary is absent any/all further or additional conditions. I further declare that I am the person in the photograph(s)/videotape(s). I waive any right, stipulated or implied, that I may have to inspect and approve the finished image or commentary that may be used or the use to which it may be applied. I release the State of Alaska and its administrative subdivisions and agencies from any claim(s) for remuneration associated with the editorial, news, marketing or public information use of these images and/or commentaries.

I affirm that I am more than 18 years of age. In the event that I am a minor, a legal guardian or parent shall also be required to affirm and sign this release on my behalf. If requested, I shall present a State of Alaska driver's License or other legal form of identification including my photograph and confirming my birth date.

Signature: \_\_\_\_\_ Telephone: \_\_\_\_\_

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

Address: \_\_\_\_\_ Phone \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

**State of Alaska Witness Signature** \_\_\_\_\_

Witness Printed Name \_\_\_\_\_

**MINOR ONLY Model Witness** ( Model Age 18 or Younger):

Witness/Guardian Signature \_\_\_\_\_

Witness/Guardian Printed Name \_\_\_\_\_

Witness Legal Address \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP: \_\_\_\_\_

## Employer/Student Competitive Employment Agreement

The following establishes an employer/employee relationship between the below named business and the student participant for purpose of documenting the transition from a subsidized work experience to competitive integrated employment.

Student Name: \_\_\_\_\_ DOB: \_\_\_\_\_

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

Supervisor: \_\_\_\_\_ Phone: \_\_\_\_\_

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

Job Title (Student): \_\_\_\_\_

Wage per Hour: \_\_\_\_\_

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

Work hours per day: \_\_\_\_\_ Work Hours Per Week: \_\_\_\_\_

Temporary Employment (length) \_\_\_\_\_  Summer Employment  Permanent Employment

Duties: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

*(If participant is under 18, a parent or guardian signature is required)*

Parent/Guardian Name: \_\_\_\_\_ Date: \_\_\_\_\_

Business Representative: \_\_\_\_\_ Date: \_\_\_\_\_

SWP Provider: \_\_\_\_\_ Date: \_\_\_\_\_