HANDBOOK FOR SENIOR VOCATIONAL REHABILITATION COUNSELORS: STRATEGIES TO ENHANCE JOB PLACEMENT

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Abstract

of

HANDBOOK FOR SENIOR VOCATIONAL REHABILITATION COUNSELORS: STRATEGIES TO ENHANCE JOB PLACEMENT
by
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The Senior Vocational Rehabilitation Counselors [SVRCs] encouraged this author to synthesize a project with the various approaches for job placement to enhance employment outcomes for people with disabilities. It was indicated to the author that it was necessary to assists SVRCs who are not fully aware of the various strategies for job placement. Research materials were attained from peer reviewed journal articles; textbooks; information from relevant websites such as such as org., edu, books; personal communication; and Masters Projects from California State University, Sacramento [CSUS] Vocational Rehabilitation graduate students. The handbook provides information for SVRCs on specific barriers to employment that consumers commonly face during job placement process. It also provides information on how assist these consumers to overcome these barriers to achieve successful employment outcomes.

___________________________________________________, Committee Chair
Guy E. Deaner, Ph.D.

___________________________________________________
Date

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Chapter 1
INTRODUCTION

Background of the Problem

Employment plays an important role in the life of people with disabilities. Not only does it provide economic stability, but it also offers a sense of well being and accomplishment for people with disabilities (Cohen, et al., 2008). In addition, “…society widely recognizes that many people with disabilities can gain both socially and economically from participation in the labour market. That’s true not only because of the obvious link between economic security and employment, but also because of the understandable connection between well-being, self-esteem, and meaningful employment” (Cohen et al., 2008, p. 9).

Furthermore, participation in the workforce for people with disabilities provides greater social interaction and connections that reduce isolation and gain valued social role in society. It also creates a sense of personal efficacy and social integration that contributes to life satisfaction. Consequently, persons with disabilities seek to obtain employment in their communities with the expectation that this will contribute to a better quality of life. This is based on anticipated financial independence, self-worth, self-confidence, sense of purpose, social acceptability, and personal independence derived from competitive employment (Heron, 2005).

Buys & Rennie (2001) stated the opportunity to work is a fundamental right in the United States since the early 20th century. However, for individuals with disabilities, the right to equal participation in the workforce has been difficult. Because of their
disability, they are disadvantaged in obtaining work compared with the rest of the population. In addition, Rubin & Roessler (2008) suggest the rights to employment for people with disabilities have been suppressed because they are perceived as unproductive individuals, especially in the workforce.

Additionally, Green & Brooke (2001) suggest the unemployment rate for people with disabilities is extremely high compared with people without disabilities. In fact, it was estimated that persons without disabilities participated in the workforce at an 80% rate compared with just over half of individuals with disabilities (Cohen et al., 2008). Recently, the U.S Department of Labor (2010) released the latest statistics and stated the unemployment rate for people with disabilities was 14.5% compared with 9.1% for persons with no disability.

In general, the unemployment rate for people with disabilities remains significantly high. To illustrate the point, in 2008, the U.S. Census Bureau reported approximately 54.4 million Americans have some level of disability, which represents 18.7% of the population. The United Nations Enable stated two-thirds of U.S. citizens with disabilities between the ages of 16 and 64 are unemployed. In the state of California, there are approximately 545,000 citizens who identified themselves as having some kind of disability. Unfortunately, participation in the workforce for individuals with disabilities represented only 2.8% from all workers in the state of California (California Employment Development Department [EDD], 2010).
Statement of the Problem

The author of this project completed an internship at the California Department of Rehabilitation [DOR] at the Laguna Creek unit in South Sacramento during Fall 2010 and Spring 2011. During that time, it was suggested to the author that it was necessary to synthesize a project with the variety of strategies for job placement for consumers. In fact, Alina Sala, Senior Vocational Rehabilitation Counselor at the Laguna Creek unit, and Charlotte Rose-Gomez, Supervisor at the Laguna Creek unit, suggested there was a need for a handbook with the various strategies for job placement for people with disabilities (personal communications, November 20, 2010).

In addition, based upon the author’s observations, it was a great concern for the Senior Vocational Rehabilitation Counselors [SVRCs] not being successful in helping people with disabilities to find employment in the community. For example, the author attended several meetings in the Fall of 2010 and Spring, 2011 with SVRCs from the Laguna Creek DOR office. The main discussions were how to encourage better employment outcomes for people with disabilities.

Job placement is the ultimate goal of vocational rehabilitation. In order to reach that goal, the SVRCs need to have the knowledge and the skills on the different strategies for successful job placement. However, the California DOR employs counselors coming from different educational and work backgrounds who are not fully aware of the various strategies for job placement. In fact, some of the counselors who are currently working at the California DOR come from the areas of Social Work, Marriage and Family Counseling, Criminal Justice, and Career Counseling. In addition, some of the SVRCs...
have been in the field for so many years that they need to update their skills on the
different approaches to job placement.

Therefore, this project is intended to inform SVRCs about the various strategies
of job placement to assist consumers in finding employment in the community. For
instance, some of the strategies they could benefit when working with people with
disabilities are Sheltered Employment, Job Club, Supported Employment, and Job
Placement Circle.

Before proceeding, it is important to clarify the terms used in this project. This
will enhance the understanding of the project.

Definitions of Terms

*Competitive employment*

“Work in the labor market that is performed on a full-time or part-time
basis in an integrated setting for which the individual is compensated at or above
minimum wage, but not less than the customary and usual wage paid by an employer for
the same or similar work performed by individuals who are not disabled” (National
Disability Rights Network [NDRN], 2011, p. 7).

*Consumer*

A term used by service providers to refer to an individual who has applied for and
has been found eligible of services which that service agency provides (DOR
Regulations, 2010, sec. 7006.3).
Employment outcomes

“...entering or retaining full-time or, if appropriate, part-time competitive employment in the integrated labor market, supported employment, or any other type of employment in an integrated setting (including self-employment, telecommuting, or business ownership) that is consistent with an individual’s strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice” (Wisconsin Vocational Rehabilitation Knowledgebase, 2001, n. p.).

Integrated setting

Setting typically found in the community in which applicants or eligible individuals interact with non-disabled individuals other than non-disabled individuals who are providing services to those applicants or eligible individuals, to the same extent that non-disabled individuals in comparable positions interact with other persons (DOR Regulations, 2011, sec..7018.4.).

Intellectual disabilities

“Is a disability that involves significant limitations both in intellectual functioning and in adaptive behavior, which covers many everyday social and practical skills” (American Association on Intellectual and Development Disabilities [AAIDD], 2011, n. p.).

Job club

Is a group of people who support each other during the job search process and during the meetings individuals review and set job goals and receive encouragement from members of the club (Azrin & Besalel, 1980).
Job placement

Refers to the process of locating and securing a permanent job in the competitive labor market for people who want to work in the community and several services and support are provided to facilitate placement (Martz, 2001).

Job Placement Circle [JPC]

A unique event that facilitates employment in the community to a well-qualified group of job-ready applicants with disabilities and provides the opportunity to potential employers to meet their labor force needs (DOR Newsletter, 2005).

Ongoing support

“Follow-up services including regular contact with the employers, the individuals, the parents, family members, guardians, advocates, or authorized representatives of the individuals, and other suitable professional and informed advisors, in order to reinforce and stabilize the job placement (DOR Regulations, 2011, sec. 7019.5).

Senior Vocational Rehabilitation Counselor [SVRC]

The SVRC evaluates the vocational rehabilitation potential and eligibility of persons with physical and mental disabilities. The SVRC analyzes medical, psychological and vocational information in order to develop an individualized plan for each person being served. The goal is to help people find meaningful employment and thereby facilitate their inclusion in the mainstream of California life (DOR, Regulations 2011, sec. 7024 ).
Severe disabilities

“A person who has a severe physical or mental impairment that seriously limits one or more functional capacities (such as mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome” (National Information Center for Children and Youth with Disabilities [NICHCY], 2001, n. p.).

Sheltered employment

“. . . is defined as primarily a place which provides remunerative employment and that in fact rehabilitation administrators frequently regards the placement of their clients in such shops as sufficient to meet the remunerative placement requirements which are the ultimate objective of vocational rehabilitation programs (Adult Career and Continuing Education Services-Vocational Rehabilitation [ACCES-VR], 2010, n. p.).

Sheltered workshops

“A place of work in which people with various disabilities may be able to fulfill productive jobs, thanks to the selection of occupations and the help provided. The work is generally obtained by subcontracting with manufacturers and wages and salaries are usually below minimum federal rates” (Cox, 2002, p. 7).

Supported employment [SE]

“. . . competitive work in integrated work settings...consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; or for whom competitive employment has
been interrupted or intermittent as a result of a significant disability” (DOR, Regulations, sec. 7028, 2010)

Workshop

A place where any manufacture or handiwork is carried on and which is operated for the principal purpose of providing employment to severely handicapped persons (a) as an interim step in the rehabilitation process for those who cannot be absorbed in the competitive labor market, or (b) during such time as employment opportunities for them in the competitive labor market do not exist (ACCES-VR, 2010, n. p.).

Limitations of the Project

One of the limitations of this project is time. Data collected from previous projects, books, journals, and any other related materials to the topic are from 2000 to the year 2011. Another limitation is the population for which this project is intended. The primary intended readers are SVRCs. Other providers of job placement services may benefit, but they are not the intended audience. Another limitation is geographical. The project is intended for Senior Vocational Rehabilitation Counselors in California. The final limitation is the author’s biases. The approaches for job placement presented in this project were selected according to the author’s preference, knowledge, and expertise in the field of job placement for people with disabilities.

Organization of Remainder of Project

Following the introductory chapter, a review of related literature is presented in Chapter 2. After that, Chapter 3 describes the methods used to collect the data for the project. Chapter 4 contains a summary and recommendations for the project. The
handbook for Senior Vocational Rehabilitation Counselors: Strategies for Job Placement is presented in the Appendix and includes samples for the strategies of job placement.

The References conclude the project.
Chapter 2

REVIEW OF RELATED LITERATURE

Introduction

A review of the literature for this Project includes books, peer reviewed journal articles, related materials from various internet websites such as org, and edu, and Master’s Projects from California State University, Sacramento [CSUS] Vocational Rehabilitation graduate students. Specific approaches to job placement will be discussed in the literature review, these include Sheltered Employment, Job Club, Supported Employment, and Job Placement Circle. The advantages and disadvantages of these approaches will also be addressed.

Overview of Job Placement

The history of job placement is related to social attitudes regarding disability. To illustrate this, Luecking, Fabian & Tilson (2004) suggested that the concept of job placement started in 1917 because people with disabilities were viewed as a problem and unable to work. Due to these beliefs, obtaining employment in the community it was difficult to accomplish (often impossible) for individuals with disabilities. These beliefs caused the negative attitudes about their ability to work and influenced the overall misconception about being unproductive members of society (Luecking et al., 2004).

During the 1930s, the Great Depression brought to the country unemployment, growing poverty, and diminished consumer and business activity. At that time, it was especially difficult for people with disabilities to find employment. If they could get a job at all, people with disabilities tended to earn less than their able-bodied peers. In
addition, many businesses required applicants to take a physical examination, even for jobs that required no physical activity, to discourage people with disabilities to apply for vacancies (U.S. Department of Labor, Employment, 2010).

During the 1940s, few job opportunities for individuals with disabilities emerged in the community; however, for job seekers with significant disabilities continued facing obstacles to finding jobs. This lead to the extension of rehabilitation services in 1943 to individuals with mental retardation and mental illness in which services were provided to find employment without taking into consideration their previous work history (Rubin & Roessler, 2008).

Available data from the 1950s suggests that job placement for people with disabilities in the workforce was viable in segregated environments such as special centers, sheltered workshops and production workshops with a very low pay. Sheltered workshops and other segregated employment settings formed the core of the nation’s system of vocational training and employment supports for adults with significant disabilities through the 20th century (Wehman, Inge, Revell & Brooke, 2007).

During the 1970s and the 1980s, there was an emphasis to help people with disabilities to work without unnecessary segregation from the community. For instance, Supported Employment emerged to assist to assist people with significant disabilities to find employment in the community (California Department of Health [DOH], 2001).

Efforts to provide more inclusive job placements in the workforce have been a priority for those who advocate for the rights of people with disabilities. In the last couple decades, there has been a notorious shift on promoting job opportunities for people with
disabilities in the open labor market. The implementation of the variety of strategies to job placement contributed to employment opportunities for people with disabilities (Waghorn, Lloyd, & Tsang, 2010).

Defining Job Placement

In 2001, Martz suggested the term job placement for people with disabilities has been used in rehabilitation counseling for many decades to describe the process in which the counselor assists individuals with disabilities to obtain employment. However, Martz indicated that there are concerns with the term job placement because it implies that the rehabilitation counselor has the power to put individuals into employment settings; therefore, it should be changed because there is a person involved in the process of finding a job who has the ultimate choice of working.

Moreover, Szymanski & Parker (2003) described job placement as the outcome of the entire rehabilitation process in which the person with a disability achieves employment in a setting that allows the individual to utilize his or her full potential in the workforce. They also stated that in order to achieve employment, rehabilitation professionals need to provide the necessary services to obtaining and retaining employment.

Job placement was defined as an important aspect of the rehabilitation process in which employment outcomes depends on the following systems:

(a) The internal system which is made up of the interactional patterns of the placement process, i.e., client preparation for the world of work, counselors’ or practitioners’ qualification and competence, resources and
reputation of the agency or organization in placement; (b) an external system, which contains in its environment the labor market and geographical location of available jobs. (Kundu, Schiro-Geist & Dutta, 2005, p. 23)

Others have defined job placement as an integral role and function of rehabilitation professionals because they are involved during the entire process in placing individuals with disabilities into job. This process includes preparing for a job, helping finding a job and assisting individuals with disabilities keeping the job (Kluesner, Taylor, & Bordieri, 2005).

**Factors to Consider in Job Placement**

Sawires, (2011) indicated that in order to find suitable job placement for people with disabilities the rehabilitation professional requires having a clear understanding of the following:

(a) Have a clear idea of the type of job he/she wishes to pursue, (b) consider what type of work environment would be the best for them, (c) use their personal and professional networks as a key component of their job search, and (d) identify what are their abilities and interests before placement (n. p.).

There are some suggestions that the counselors’ knowledge influenced the outcomes of job placements. For instance, Fraser, Vandergoot, Thomas, & Wagner (2004) indicated that “. . . in order to obtain successful [placements] the
rehabilitation counselors might consider counseling models that focus upon increasing and enhancing consumer engagement, skills and confidence in relation to [job placement] outcome.” (p. 138). In addition, Gilbride, Stensrud, Vandergoot, & Golden, K. (2003) pointed out that the counselors’ knowledge on how identify employment trends by industry and occupations, sources of potential job openings, and which sectors are expected to be hiring definitely influence the outcome of job placement. Kennedy & Harris (2003) recommended the following to rehabilitation counselors to enhance job placement for individuals with disabilities:

Continually and thoroughly assess the needs of potential employers,

ensure that persons with disabilities are apprised of an trained to meet potential employers’ needs, maintain long-term relationship with employers who have hired persons with disabilities in order to receive feedback that can be used to improve services and to provide follow-up services as required and foster collaborative endeavors among members of the business community (p. 85).

An additional factor is related to the outcomes of job placements is the matching process between employer and employee with a disability (Luecking et al., 2004). The job matching process requires good quality information about job seekers with disabilities to determine experience, skills, interests, and general capacity. In addition, the process also requires good quality information about jobs, including the specific tasks
to be performed, the standards of performance required, the conditions under which the work is performed, and the organizational setting in which the work takes place (Heron, 2005).

Overview of Sheltered Employment

Sheltered employment was defined by the National Disability Rights Network [NDRN], (2011) as follows:

Separate environments [also] known as sheltered workshops, affirmative industries, training facilities, and rehabilitation centers which congregate large numbers of people with disabilities and claim to be providing rehabilitation geared toward transition into the general labor market by providing activities that typically involve repetitive tasks; the workshop was designed by parents to give their sons or daughters dignity, self worth, socialization, and most of all respite because parents had peace of mind that their son or daughter was safe, secure, and protected against the risks and demands of the competitive world. (p. 6).

According to the Canterbury Enterprises Inc. (2011) sheltered workshops first became known in America over a century ago as an outgrowth of special schools for the blind. In fact, the first sheltered workshop implemented in the United States was at the Perkins Institute in Massachusetts. In this institute, jobs for people who were blind were protected, or sheltered, from competition in order to create permanent job opportunities for them. It was estimated in the United States there are approximately 374,498
individuals with developmental disabilities who participate in day, work, and sheltered employment programs (Wehman et al., 2007).

The ARC Community Supports Systems (2010) described sheltered employment as short-and-long-term employment support settings that assist individuals with significant disabilities to maximize their personal/social/vocational level of functioning. Sheltered employment was also described as a great opportunity to earn income, and make the transition into the general labor market.

According to Steven J. Taylor (2011), director of the Center on Human Policy at Syracuse University, sheltered workshops receive financial support from rehabilitation programs and contracts from businesses. This financial support enables people with significant disabilities to work. He also stated that sheltered workshops have to provide products of good quality not only to survive, but also to continue to receiving contracts.

**Advantages of Sheltered Employment**

Migliore (2011) states that the sheltered employment offers several advantages to people with severe disabilities. First, sheltered employment is an alternative to outside employment that is less demanding for people with disabilities in terms of work and social skills. Second, sheltered employment provides greater opportunities for fostering friendships with those people with similar disability. Third, sheltered employment enables people with disabilities to work without affecting disability benefits such as Social Security.

Sheltered employment also enables people with severe disabilities to learn the necessary skills to become competitively employed. To prepare these individuals for
competitive employment, sheltered workshops arrange several services for them. These services may include psychosocial rehabilitation services to learn community living skills (community sign recognition, safety, money usage, etc.), work adjustment skills, job readiness skills, and various vocational tasks (Migliore, 2011).

Moreover, Migliore (2011) stated that sheltered employment offers to employees with disabilities a secure job. For example, sheltered workshops offer employment to people with significant disabilities throughout the week and in some cases the entire adult life span. Sheltered workshops typically are open five days a week throughout the year, even in the case of a recession. There is always something to do for employees. For example when there is no work, employees engage in non-paid activities, take classes, or participate in leisure activities.

An additional advantage of sheltered employment is enables employees with significant disabilities to work in employment settings where they can easily meet the demands of the job. In general, activities in sheltered employment tend to be relatively easy to learn and perform. Usually, these activities involve repetitive tasks such as assembling, packing, woodworking, manufacturing, sewing, and recycling. Sheltered employees do not require complex skills to perform the job because the demands of the job are according to the employees’ abilities and skills (Migliore, Manka, Grossi & Rogan, 2007).

Another advantage of sheltered employment is that it provides the opportunity for people with significant disabilities to develop friendships with others who have similar experiences due to their disabilities (Weikle, 2008). In a study involving about 210
adults with disabilities in sheltered employment, their parents and caregivers, and staff in sheltered workshop, about half of the respondents considered social interaction in sheltered employment to be an important factor in preferring sheltered workshops to outside employment. In addition, about one-third of staff reported that social environment was the most important factor influencing adults with disabilities to favor sheltered employment (Migliore et al., 2008).

Disadvantages of Sheltered Employment

Literature on sheltered employment revealed that low pay is a major disadvantage of this approach. To illustrate this, the National Core Indicators [NCI] (2008) conducted a survey involving 5,000 adults with disabilities in sheltered workshop in 24 states in the USA which revealed that, on average, adults with disabilities in sheltered workshop earned $101 per month, based on an average 74 hours of work per month. In addition, the NCI indicated that people with disabilities who are placed in sheltered workshops earned far below the minimum wage. For example, sheltered employee can take home about $175 each month, while those working in traditional jobs take home about $456 each week.

Another disadvantage of sheltered employment is a concern about the protection in with regards to health and safety standards. For instance, a report based on inspections 10 sheltered workshops in the United States suggested that employees with disabilities in sheltered workshops would benefit from better ergonomics, monitoring of exposure to chemicals, and documentation of injuries and illnesses (Lenhart, 2000).
An additional disadvantage about sheltered employment is that it does not meet international standards promoting integration of adults with disabilities into society. Although initially sheltered workshops were accepted as alternative day programs for adults with severe disabilities, the international organizations have always emphasized employment in the open labor market as the preferred outcome. Many organizations such as the International Labor Organization [ILO] have recommended that people with significant disabilities work be with workers without disabilities, obtain equal employment opportunities and attain full integration of adults with disabilities in society (Migliore, 2011).

In addition, the National Disability Rights Network (NDRN) (2011) sheltered employment facilities cause feelings of isolation and loneliness for many employees with disabilities because it prevents them from connecting to others in their communities who do not have a disability. In addition, the NDRN (2011) suggests sheltered workshops have replaced institutions in many states as the new warehousing system and are the new favored locations where people with disabilities are sent to occupy their days, which enhances isolation feelings.

Sheltered workshops are predominantly set up as a type of job training program that teaches valuable skills and prepares people to compete for traditional jobs. Unfortunately, the reality is vastly different. They are often taught skills that are not relevant or transferable to traditional work environments. In addition, for some sheltered employees, finding competitive employment does not always happen. Sometimes it may take a very long time to move sheltered employees into community (competitive)
employment and perhaps because they do not learn the required skills to be transferred to a community job site (NDRN, 2011).

Overview of Job Club

The concept of a job club is usually attributed to Dr. Nathan Azrin, a clinical psychologist, who co-authored a book entitled *Job Club Counselor’s Manual: A Behavioral Approach to Vocational Counseling*. Dr. Azrin studied various groups that existed, assessed how they worked and what made them successful, and then captured the results and his recommendations in the form of a how-to manual for job club counselors (U. S. Institute of Electrical and Electronics Engineers [IEEE], 2011).

The job club is a method to find employment. This method was designed to empower job seekers by following the concepts such as peer support motivates jobless people to intensify their search for work, set job search goals, provide training on how to follow job leads, and provide support and encouragement during the job search. The intent of the job club is to foster effective and persistent job seeking activities that can result in increase job search competence. “What is distinctive about the Job Club is both the specific way each procedure is used and the standardized, consistent, intensive use of every procedure with all job seekers” (Azrin, N. & Besalel V., 1980, p. 2). Job seekers work together under the instruction and encouragement of a leader, who facilitates the job club, and provides support, information, and encouragement during the job search.

Dr. Azrin (personal communication, April 23, 2011) indicated that during economic downturns, people with disabilities are the most affected, and rehabilitation
counselors must acknowledge its impact on people with disabilities on their participation in the labor force. He recommended to rehabilitation counselors that “. . . with this economy we need to be creative to find employment for people with disabilities.” He also indicated the job club has been a very effective approach to find employment that can benefit individuals with disabilities. The empathy and encouragement provided by supportive job seekers in the job club can be particularly uplifting for job seekers with disabilities especially in times of economic recession.

The job club method is a well known strategy for employment that has been implemented by various employment agencies and educational institutions to assist individuals to find jobs. For instance, Evergreen State College in Olympia, Washington utilizes the same principles developed by Nathan Azrin to assists students to find employment and develop job search strategies in a supportive networking environment. According to the Evergreen State College, (2011) it takes 10 telephone calls to guarantee a job interview and it takes up to 25 interviews to guarantee a job offer utilizing the job club as a method for job search.

Some of the activities involved in the job club are:

- Resume review session (participants exchange, critique and provide feedback on each other’s resumes,
- interview training,
- employer research sessions,
- collaborating to build a shared database of local employers and key contacts,
- job search book club (members read and discuss books about job-hunting or career management),
- presenting/reviewing favorite career web sites and sharing on-line job search strategies, and
- social mixer with card exchange and job-lead sharing. Could be done in a meeting room, as a breakout session at a meeting or conference (U. S. Institute of Electrical and Electronics Engineers [IEEE], 2011, n. p.).

In addition, Ruther & Jones (2007) stated the theoretical foundation of job clubs draws heavenly upon behavioral and social learning constructs in which club members learn more effective strategies for job search. Also, job clubs feature individualized curriculum to empower the job seeker through information, training, and practice on specific aspects of the job search, though concrete expectations for tasks to be worked on between scheduled meetings; and though strong social reinforcement.

Taura O’Lariscy, director of Sacramento Professional Network (personal communication, April 28, 2011) provided the following information on the job club:
- Members of the club support each other during the job search process. A job club can be run by a facilitator or self-managed by the participants.
- It can be open to all job seekers or limited to a certain group.
- A job club can be structured with specific topics to discuss at each meeting (i.e., resume writing, interviewing techniques, networking, etc.).
• A job club can also be less formal, one in which participants come to discuss their frustrations and successes with their job search and offer support and encouragement to each other.

• Some job clubs meet daily, some weekly, and some less often. The frequency of meeting depends on the needs, availability, and wishes of the members.

Kyle McKoy (personal communication, October 2, 2011), a Job Developer and job club facilitator at America at Work in Sacramento, indicated that the hiring process has been changing in the last couple years. Some companies are relying on computers to select potential employers. As a result, getting a job is becoming more difficult, especially for people with disabilities. His goal as a job club facilitator is to make sure that individuals who are in the job club have the qualifications, skills, and experience before applying for a specific position. Some of McKoy’s duties include teaching job seekers to submit job application, resumes, and to update their resumes online.

Advantages of Job Club

The Women’s Opportunities Center [WOC] (2011), a nonprofit community service organization dedicated to helping men and women successfully navigate their career paths, report job seekers who attend a job club and participate in the job club’s activities find employment faster (in 20 to 50% less time) than those not participating in a job club. Successful employment outcomes in the job club are based on the activities involved in the job club such as sharing job leads, discussing goals, and supporting and
encouraging other job seekers. It encourages job seekers to stick with the job-seeking process and not give up.

Additional advantages of job club include the following:

- Positive feedbacks and encouragement can help build a sense of optimism that makes job-seekers more proactive and more marketable
- Structured activities give job seekers a sense of purpose and personal accountability to the group that will help keep the job searcher focused and engaged in their search
- Job seekers can learn from the successes and mistakes of others, and put that knowledge to work in their own job search
- Networks can provide participants with a forum to share information and/or to hear from knowledgeable speakers on hiring trends, job leads, company cultures, management interviewing styles, resume dos and don’ts, and search strategies
- Emotional support and encouragement from peers helps when the job hunt is longer or harder than it was expected (U. S. Institute of Electrical and Electronics Engineers [IEEE], 2011, n. p.).

Kondo (2009) mentioned the benefits associated with being in a job club summarized as follows:
• Gain improved understanding of job search process, what job seekers typically experience, and current labor market.

• Learn about job search activities and experiences through interaction with other members.

• Find motivation in or obtain useful information from numbers section of job club meetings

• Increase exposure to groups, opportunities, leads, or referrals through relations with other members.

• Experience gratification from and reward of assisting and sharing experience with other members.

According to Kyle McKoy, (personal communication, October 2, 2011), indicated that often people with disabilities have a difficult time finding employment which creates feelings of frustration. However, sharing these feelings with other job seekers creates a sense of support and encouragement that empower them to continue with their job search. When job seekers feel empowered by those in similar circumstances, it is very likely for them to find employment.

Disadvantage of Job Club

The job club method has been widely used in rehabilitation, but it is often difficult to maintain the job club in rural areas. To be effective, a job club must have an ongoing set of job seekers both to provide mutual support and to justify agency resources.
Consequently, a job club is generally more practical in larger offices (Szymanski & Parker, 2003).

A strong job club is capable of helping its participants find success, but there is no guarantee that all job club members will be successful in finding employment. A poorly functioning job club may actually impede the job search. Some things to watch out for include:

- **Negativity:** Without positive leadership, a proactive agenda, and the right mix of people, job clubs can become a breeding ground for negativity. Therefore, it is very important for the job club member to assess the attitudes of other job seekers because falling into a negative attitude can adversely affect your job search.

- **Overly large groups:** Job club meetings described by Azrin work best in smaller groups, where everyone has the opportunity to actively participate. The group dynamics decrease as the group grows in size, so that in the worst case scenario, participants may feel they are sitting in a room full of strangers. Azrin suggests that groups should be 30 members or less.

- **A “late life” job club:** Employment and unemployment tends to trend upward and downward in cycles. An active job club can thrive during periods of high unemployment. But as employment opportunities improve and job club members find jobs and drop-out, the job club often shrinks and becomes less useful. The remaining participants may be discouraged,
needy, and/or poorly prepared to provide assistance. (U. S. Institute of Electrical and Electronics Engineers [IEEE], 2011, n. p.).

According to McKoy (personal communication, October 2, 2011), many times job seekers fail to attend to the job club. Often, absences are due to their disability, side effects of a new medication, doctor’s appointment, lack of transportation or lack of motivation. When it is possible, McKoy arranges individual meetings with job seekers outside of the job club to discuss their attendance.

Overview of Supported Employment

The Adult Career and Continuing Education Services-Vocational Rehabilitation [ACCES-VR], (2010) defined Supported Employment as follows:

Supported Employment is paid competitive work that offers ongoing support services in integrated settings for individuals with the most significant disabilities. It is intended for individuals for whom competitive employment has not traditionally occurred, or has been interrupted or intermittent as a result of a most significant disability, and who need ongoing supports to maintain their employment. The employment outcome is attained by providing intensive service and is maintained through the provision of extended services. The level of employment participation may be full-or part-time based on the interest and abilities of the individual (n. p.).

SE emerged in the early 1980s as a means to move people with severe disabilities from sheltered employment to finally become competitively employed in the community.
Supported Employment become a highly viable option (for employment) because there were thousands of people with severe disabilities who were viewed as incapable and unemployable by most services providers, many parents, and scores of advocated. Their options in life were to be in day programs, adult activity centers, or sheltered workshops; to stay at home; or to live in institutions. (Wehman et al., 2007, p. 38.).

In addition, SE is intended to advocate for integrated and competitive employment rather that working in segregated employment for people with severe disabilities such as intellectual disabilities. Besides finding competitive employment in integrated settings, SE also provides ongoing support services to ensure that the person with a disability is going to maintain employment (Szymanski & Parker, 2003). Competitive employment and integrated work environments are the efforts of SE through many community settings such as mental health centers, community rehabilitation programs, and psychiatric centers to provide services to people with severe disabilities to assist these individuals to join the workforce (Bond, et al., 2001).

There are several SE models that are being used to provide employment services to people with severe disabilities. The WorkWorld (2011) describes the models of SE as follows:

- Individual Placement: The focus is locating a job for a single person according to his/her abilities and preferences, services such as work related skill, social skills are provided, support is always provided by rehabilitation agency to retain the job.
• Enclaves: It consists of a group of people with disabilities who are working together under the supervision of an agency. Support is always provided to the employee and he/she works as a team at a single work site in a community business.

• Job Crews: Agency assists groups of people with disabilities who are looking for job in the community. The crew works at several locations within the community, under the supervision of a job coach.

• Small Business: It is a business located within the community that generates work for no more than up six employees with disabilities.

Entrepreneurial Model: This approach assists the person with a disability to run his or her own business (n. p.).

Currently, SE is commonly used to find employment for people with severe disabilities. It has proven to be a valuable option to find employment for people with disabilities and has become “. . . one of the most popular and sustainable program in the United States even in the face of two significant recessions in this country, one from 1990 to 1992 and the other from 2001 to 2002.” (Wehman, et al., 2007, p. 39).

Advantages of Supported Employment

1. Competitive Employment in Integrated Settings. For rehabilitation professionals, using SE as a strategy for job placement appears to be an effective approach to find competitive employment for individuals with severe mental disabilities. For example, Bond et al. (2001) suggested that among all of the strategies to assist people with disabilities to find employment, SE is the only approach that has shown its
effectiveness through a very extensive research in finding employment in the community for people with severe mental disabilities.

In addition, Szymanski & Parker (2003) suggest the most effective approach to help people with severe mental disabilities to achieve competitive employment in integrated settings. To illustrate this, Bond (2004) compared SE with an alternative employment approach (sheltered) to examine its effectiveness on finding competitive employment in integrated environments for people with psychiatric disabilities. The researcher found that more than 60% of participants enrolled in SE obtained competitive employment compared to less than 20% of participants enrolled in sheltered employment.

Also, SE is an effective approach to find competitive employment in integrated work settings when additional services are provided because it enhances employment outcomes for people with severe disabilities. For instance, Cook et al. (2005) examined the outcomes of SE when participants with severe disabilities were provided vocational assessment, treatment planning, counseling, employment support, and vocational skills. The researchers found that individuals with severe disabilities who were enrolled in SE programs and received additional services were more likely to find competitive employment than the comparison group (55% versus 34%), higher monthly earned income ($122 versus $99 per month, and SE participants worked more hours per month (40 + per month) compared to the comparison group.

2. Integrated Work Settings. Challenge (2011), a nonprofit, vocational services organization that offers employment and placement opportunities to individuals who face barriers to employment mentioned the benefits of integrated work environments to people
with severe disabilities. These benefits include the opportunity to develop new skills, increased community participation, increased consumer empowerment, and opportunity to socialize. Implementing SE in integrated settings also offers employees with severe disabilities to work under similar work conditions and receive similar benefits as others without disabilities. For instance, the Work Opportunity Center (2011), reported that Supported Employment enables people with disabilities to earn an income, develop their skills, and learn to recognize their abilities. Many disabled persons have grown in dignity and self confidence through their supported employment placements. They have built relationships, and they participate more actively in their community. They have started to make their own choices, plan for the future, and expand their options in life. Also, individuals may receive benefits offered by the company which could include holiday pay, vacations, medical insurance, and employee discounts. Participants can work part or full time depending on their availability and the needs of the employer.

3. Follow-up Support Services. A major strength of SE is that it enables people with severe disabilities not only to obtain, but also main employment through the necessary supports. Wehman, et al. (2007) listed examples of ongoing supports as follows: “Work place accommodations, job coaching, supportive counseling, off-site assistance, on-site assistance, support groups linked to other community support, ongoing assessment of support needs conducted after securing a job, ongoing assessment of the workplace environment and modification of the environment to improve person-environment fit” (p. 123).
In one study, employers identified a variety of ongoing supports and job accommodations that can be effective with employees with intellectual disabilities. These accommodations included providing extra attention to the employee by providing a job coach at the worksite, flexible hours of employment, addressing issues around the physical accessibility of the work site, restructuring work tasks, and long term training (Olson, Cioffi, Yovanof & Mank, 2001).

Disadvantages of Supported Employment

In 2001 report prepared by the Iowa Consortium for Mental Health, College of Medicine, and the University of Iowa stated there are challenges with the SE: (a) governmental, (b) program administrators and clinicians; (c) families and clients. These challenges were laid out as follows:

- Governmental: The federal-state vocational rehabilitation system has been the primary funding source for employment services for people with disabilities. However, due to financial factors, services often serve a small portion of people with disabilities in need SE services. For instance, in 2001, funds for SE were not provided in the state of Iowa.

- Program administrators and clinicians: In additional to financial factors, leadership for innovations, even when they are evidenced based, is difficult. Administrators may not have access to information on evidence based practices, they may not value or believe that the outcomes are possible in their setting, and there may be no incentive to change their existing services. Administrators and clinicians trained in an earlier era
may hold the opinion that work is not a reasonable goal for persons with schizophrenia and that work may, in fact, produce unmanageable levels of stress.

- Families and clients: Sometimes clients are discouraged from their own family to seek employment. This is because families often are fearful that the stress of employment will outweigh the benefits. Also, the majority of people with disabilities receive public benefits such as Social Security and Medicaid and many times they fear losing these services with any employment. (p. 13).

Wehman, et al. (2007) pointed out the disadvantages of supported employment as follows:

- Many times people with severe disabilities who received supported services are unable to retain their jobs for extended periods of time after initial placement.
- Individuals with disabilities are often placed in low pay jobs that do not allow them to achieve self-sufficiency.
- Often SE fails to effectively meet the needs of individuals with significant disabilities to follow up with ongoing support.

Overview of Job Placement Circle

According to Cheryl Bear (personal communication, October 13, 2011), Senior Vocational Rehabilitation Counselor, the concept of Job Placement Circle [JPC] emerged in 2002 to facilitate job placement for people with disabilities. The JPC was created by
the California DOR at the Laguna unit in South Sacramento with principles and leadership provided by John Ruiz, Supervisor. JPC was to address a request from a DOR director to increase job placement outcomes for people with disabilities.

The Department of Rehabilitation Newsletter (2005) stated the JPC was established based on eight principles: “Cooperation, partnership building, quality, trust, communication, contributing, continuous improvement, and hard work” (p. 4). These principles helped to establish and maintain a collaborative relationship between all the parties involved in the JPC such as SVRCs, One Stop Career Centers, Elk Grove Unified School District, Workability Program, Employment Development Department, Sacramento employment agencies (e.g., PRIDE Industries), and local individual services providers and employers.

The JPC is normally facilitated by SVRCs who are responsible for coordinating the following activities prior to the JPC: (a) Coordinate with the One Stop Career Centers for adequate space for the event, (b) coordinate the distribution of event mailings and emails to employers, and the rest of the parties involved in the JPC in a timely manner, (c) ensure that employers are confirmed for the event, and (d) send out meeting reminders to all (DOR Newsletter, 2005, p. 5).

In the past, the JPC was a bimonthly event. However, in January 2011, it was modified due to the current economy. It was agreed by SVRCs that starting January 2011, the JPC would be taking place four times per year. The idea was to create an event where employers from specific field were invited to meet consumers with skills, qualifications,
and experience that employers are looking for. For instance, employers with a position open in the customer service area were invited to meet with consumers who met the requirements for this field (Unit Meeting, personal communication, January 27, 2011).

Adantages of Job Placement Circle

John Ruiz (personal communication, April 12, 2011), who was a supervisor the DOR at Laguna Creek office in South Sacramento and helped to establish the JPC, mentioned the following advantages of JPC:

- Services for All: JPC served all job seekers with disabilities who were ready for employment.
- Effective Job Approach: SVRCs preferred the JPC because it was a very effective approach, it is about the consumer, is user friendly, and all parties have the opportunity to participate at the same time and same place and to ask questions and get immediate feedback.
- Employers liked JPC because they had the opportunity to hear directly from the job seeker during their presentation.
- Team Work: The DOR and partners worked together as a team to facilitate successful placements.
- Counselors from other DOR units were encouraged to participate in JPC and/or attend large JPC meetings.

In addition, Ruiz indicated that “. . . the whole JPC process [was] a very friendly user program compared to many other traditional approaches used.” He also stated that “. 
. . counselors, community partners, clients and employers work together, in a program that was effective, creative, pro-active, FUN, measurable, cost effective, and met the needs of all parties involved” (personal communication, April 12, 2011).

Disadvantages of Job Placement Circle

During the same meeting with Ruiz, mentioned the following disadvantages for JPC:

- The South Unit and some community partners ended up doing most of the work involved on the JPC event, where it would have been helpful for other counselors to participate especially if some their consumers were getting jobs.
- Some counselors in the South Unit experienced some burn out because of extra work of facilitating the JPC.
- Often no funds were available to sponsor employer activities so staff contributed their own funds or collected money to pay for expenses.
- Often employers cancelled their participation at the JPC at the last minute.

Job seekers who attend JPC must be ready to meet employers face to face. They must show employers they are well qualified job seekers. However, Johnson & Perez (2005) observed that during a JPC event that some job seekers with disabilities were not ready for employment. For example, some job seekers were not able to present themselves in front of the employers. This limits their chances for an interview.

Michael Caesar (personal communication, October 26, 2011), who was a Job Developer at the DOR Laguna Creek unit stated that lack of jobs prevented employers
from attending the JPC event, which affected the employment outcomes for people with disabilities. For example, in the last JPC event (November 2010) Caesar spent a lot of time contacting employers for the event, but the majority indicated they did not have job openings. Only three employers attended, but they offered only volunteering positions. This definitely decreases the chances for people with disabilities to find employment.

In addition, Ruiz stated that the JPC coordinator, who is normally a SVRC, is responsible for organizing the JPC event. To organize the JPC, time and commitment are required. The coordinator has to maintain constant communication with employers, job developers, and SVRCs in order to ensure that they are attending the event. However, this represents an extra activity for the JPC coordinator.

Summary

The review of literature began with a general overview about job placement for people with disabilities. The author found that in the past, people with disabilities were not able to find employment because of social attitudes toward their disability. However, over time, employment opportunities for people with disabilities gradually emerged. These opportunities were the result of many strategies for job placement to increase the participation into the workforce for people with disabilities. The strategies included Sheltered Employment, Job Club, Supported Employment, and Job Placement Circle.

Sheltered Employment was the first strategy included in the review of literature. The author found that Sheltered Employment was the first effort to encourage the participation of people with disabilities into the workforce. The author addressed advantages and disadvantages of Sheltered Employment.
The second strategy reviewed was Job Club. The author found that the Job Club is a strategy to job placement that emphasizes themes of empowerment and collaboration to enhance employment outcomes. What is distinctive about this strategy for employment is that it is implemented in a group setting. In addition, the author addressed the advantages and disadvantages for this approach.

The third strategy included in the review of literature was Supported Employment [SE]. The author found that SE is a strategy to employment that helps people with severe mental disabilities to gain competitive employment. The focus of this strategy is to find jobs that are in integrated work settings. SE also provides ongoing support services to ensure employment. The author addressed the advantages and disadvantages of SE.

The last strategy of the review of literature included the newest strategy for job placement, which is Job Placement Circle [JPC]. The author found that this strategy gives job seekers with disabilities, employers, and agencies involved in the JPC the opportunity to establish a support system to facilitate employment connections. The focus of this strategy was to increase employment outcomes for job seekers by connecting them directly with employers. The author addressed some of the advantages and disadvantages of the JPC.
Chapter 3

METHODOLOGY

During the second year, as a Master’s degree student at the Vocational Rehabilitation Program at California State University, Sacramento [CSUS] the author began planning a Master’s Project with emphasis in job placement. Through mentoring from her faculty advisor, Dr. Guy Deaner, it became clear for the author how to start the project. Dr. Deaner advised the author to contact Alina Sala, Senior Vocational Rehabilitation Counselor [SVRC] at Laguna Creek Office, South Sacramento. The author contacted Sala by phone and arranged an appointment with her to discuss the project. During the meeting, Ms. Sala explained the various approaches of job placement use by the California Department of Rehabilitation [DOR].

Sala indicated that counselors need a handbook for Job Placement Circle, a program in existence at this time. After contacting Sala, the author began with the research on Job Placement Circle. However, the author was unable to find sufficient literature on Job Placement Circle and decided to include other approaches to job placement. In Spring 2010, the author met with Dr. Deaner and presented an outline for the project. During the meeting, Dr. Deaner advised the author to include Job Club in the project.

In the Fall 2010, the author was required to complete an internship at the California Department of Rehabilitation at the Laguna Creek unit, South Sacramento. While doing the internship, it was suggested to the author by Charlotte Rose-Gomez, Supervisor at the Laguna Creek unit, to synthesize a project with the variety of strategies
for job placement for DOR consumers. October 2010, the author presented the final idea to Dr. Deaner of completing a project on the various approaches of job placement for people with disabilities with the following sections: Sheltered Employment, Supported Employment, Job Club, and Job Placement Circle.

The author started her research at the CSUS Library. The research was gathered through several resources including books, periodical articles, websites (edu, gov, and org), journals articles, and projects from CSUS Vocational Rehabilitation graduate students. All the research was separated by subject and then was placed in chronological order.

The author was able to collect valuable information for the project through interviews. She called Dr. Nathan Azrin, a clinical psychologist, who co-authored a book entitled *Job Club Counselor’s Manual: A Behavioral Approach to Vocational Counseling*, published in 1981, to ask questions regarding Job Club. Dr. Azrin indicated that “with this economy we need to be creative to find employment for people with disabilities.” Dr. Azrin recommended his book to this author for further assistance on the Job Club.

The author also was able to speak to Kyle McKoy; he works for American at Work [AAW] as a Job Developer. McKoy also runs the Job Club at AAW once a week for people with disabilities who are in the process of finding employment. He indicated that the Job Club meeting is twice a month and it is more likely to be more successful for people to find employment when they participate in the Job Club.
McKoy also indicated that getting a job is becoming more difficult and job seekers need to have the right skills and abilities to be successful in the target job. According to McKoy, some employers are using computers to identify potential employees; this means that once a resume is submitted, the computer collects, measures, and evaluates information about candidates’ qualifications for specified positions.

In addition, the author spoke with Taura O’Lariscy, President of Sacramento Professional Network, to obtain information about job club. O’Lariscy mentioned services provided by Sacramento Professional Network, which include free resume development and review, practice interviews, follow job leads and support. O’Lariscy invited the author to attend become a job club member. Meetings for the Job Club are every Tuesday from 9:30 to 11:30 a.m.

The author also contacted Mary Lynn Perry, Volunteer Coordinator at Sacramento City. Perry indicated there are different types of volunteer positions available through the Volunteer Program such as Short-Term positions for special events; On-Going volunteer position that are always needed to help senior citizens, people with disabilities, animal care, and coordinate activities with the youth; and Community Services Projects for education and recreation programs in the community. Perry authorized the author to use the Volunteer Interest Form to assist consumers who are interested in volunteering.

The author also contacted the Volunteer Center of Sacramento and spoke to Katrina Balcius, Volunteer Services Coordinator. She explained how this agency helps to connect people who want to volunteer with new volunteer positions. Balcius stated the
Volunteer Center of Sacramento works very closely with hundreds of non-profit organizations, public organizations, and schools throughout the Sacramento area. Balcius also indicated that for people interested in volunteer positions, an application must be completed and submitted online.

Furthermore, the author conducted an interview with John Ruiz, considered the founder of Job Placement Circle [JPC]. He also worked as a supervisor for the Department of Rehabilitation at Laguna Creek office in South Sacramento. He was very kind in providing information on the JPC. The author also had a conversation with Cheryl Bear, SVRC at the Laguna Creek office. She provided information on how the JPC started.

To obtain information about incentives for employers to hire people with disabilities, the author contacted Lana Reynolds, a Workforce Development Specialist. According to the information provided by Reynolds, the Work Opportunity Tax Credit [WOTC] a federal tax credit to encourage employers to hire individuals with disabilities who qualify for their positions. The WOTC provides a federal tax incentive of up to $9,000 for employers to hire people with disabilities. She indicated there is also the Disabled Access Credit and the Architectural Tax Deduction, but these are not incentives for employers to hire individuals with disabilities. These are tax credits and tax deductions for employers to make their business more accessible, make modifications, and remove barriers for customers with disabilities and/or employees with disabilities. Employers can obtain up to $5,000 through the Disabled Access Credit and up to $15,000 for deductions per year through the Architectural Tax Deduction.
Chapter 4

SUMMARY AND RECOMMENDATIONS

Summary

The purpose of this project was to synthesize the various strategies for job placement for Senior Vocational Rehabilitation Counselors [SVRCs]. Information included in the project was intended to assist SVRCs at the Laguna Creek Unit in South Sacramento to enhance employment outcomes for people with disabilities. This project is also intended to assist SVRCs from different educational and work backgrounds to become knowledgeable of the various strategies for job placement. It is also intended to assist some SVRCs who have been in the field for many years to update their skills on the different approaches to job placement. Therefore, this project is intended to inform SVRCs about the various strategies of job placement to assist consumers in finding employment in the community.

The purpose of the literature review was to have a general understanding on the various strategies for job placement. The information presented in the literature review included the following: Sheltered Employment, Job Club, Supported Employment and Job Placement Circle. A look at each strategy for job placement revealed how it was established and their contribution to employment outcomes for people with disabilities throughout the years. It also showed the advantages and disadvantages when implementing these strategies for job placement. Also, the literature review showed how strategies for job placement can benefit people with disabilities to enhance employment outcomes.
Generally, people with disabilities face many barriers to employment. Therefore, the handbook developed by this author (see Appendix A) will assist the VRCs to understand some of the many barriers to employment that people with disabilities face during job placement process. It will also, assist SVRC to help people with disabilities to overcome these barriers.

Recommendations

The author recommends this Master’s Project be utilized as a handbook to assist VRCs in the Laguna Creek Unit in South Sacramento. This will help them to have a better understanding of the various strategies for job placement for people with disabilities as well to enhance employment outcomes for people with disabilities.

In addition, the author feels there are many other barriers that people with disabilities face when trying to find employments that were not included in the handbook. Therefore, if another student revises or updates this manual, the author recommends obtain information from people with disabilities to investigate other barriers to employment that were not addressed in the handbook. A survey will provide information on the barriers people with disabilities face when trying to obtain employment. The survey questions would include the following questions:

- What are the challenges or barriers you face to obtain employment?
- How can you overcome these barriers?
- How can the California Department of Rehabilitation help you to overcome these barriers?
Finally, the author believes that people with disabilities who are in job placement can benefit when SVRCs are fully involved in the process. Therefore, the author recommends to SVRCs to work closely with people with disabilities and employers. For example, SVRCs can prepare individuals with disabilities for the job, find the job and help them to keep the job. An additional recommendation for SVRCs to make employer contacts, assist employers with the necessary accommodations, deal with employers’ complaints and explain incentives for hiring people with disabilities. Being involved in the job placement supporting individuals with disabilities and employers can definitely influence successful employment outcomes.
APPENDIX

Handbook for Senior Vocational Rehabilitation Counselors: Strategies to Enhance Job Placement
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Introduction

This handbook is for Senior Vocational Rehabilitation Counselors [SVRCs]. The handbook is divided in four sections. The first section explains barriers to employment that many people with disabilities face when seeking employment. The barriers to employment listed in the handbook were selected from journal articles, online articles, and books. These barriers are transportation, child care, employers’ concerns criminal record, tattoos, and soft skills. In the same section, the author includes helpful strategies to overcome these employment barriers for people with disabilities.

The second section of the handbook includes options to explore for job placement for people with disabilities. These options are tax incentives, job fairs, internships, volunteer job, and networking. This section is intended to encourage SVRCs to explore various strategies to assist consumers to obtain employment. The third section is intended to assist SVRCs with resources that can help consumers to overcome barriers to employment. The author selected resources that are considered to be most beneficial for the Department of Rehabilitation [DOR] consumers to achieve successful employment outcome in the Sacramento area. Some of the resources listed in the handbook are free of charge while others have eligibility criteria for services or a fee is required for services. These resources were chosen to guide SVRCs to better assist consumers to overcome employment barriers. The last section of this handbook consists of various appendixes than can be helpful for SVRCs.
1. Barriers and Strategies for Employment

Many people with disabilities face several barriers to employment. As a result, they often experience difficulties in finding and maintaining a job. The following is a list of common barriers to employment that people with disabilities often face when seeking employment:

- Transportation
- Child Care
- Employers’ Concerns
- Criminal Record
- Soft Skills
- Tattoos

Transportation

The first barrier to employment for people with disabilities presented in this handbook is transportation. Transportation for people with disabilities is a key factor for seeking and retaining employment. Available transportation often determines successful employment outcome for people with disabilities. During the process of job placement, the consumer must be “fully participating” in the job activities which include meeting with the job developer, following job leads, and meeting with employers for job interviews all of which require transportation. However, many times the lack of transportation limits their participation in the job placement process leading to unsuccessful employment outcomes.
Before starting with the job placement process, the SVRCs must understand the problems faced by consumers with transportation, identify their transportation needs, and identify solutions for transportation. This will facilitate consumers to fully participate in the job placement process.

Access to transportation is a problem for people with disabilities for the following reasons:

- Some consumers cannot walk a short distance to a corner bus stop
- For some consumers is hard to understanding the bus system
- Public transportation is not available in rural areas
- Limited public transportation services exist within the communities in which they reside
- Private services, such as those provided by taxis or other carriers, often are too expensive to be used on a regular basis or do not provide services with accessible vehicles. (Goodwill, Staes, Teague, Zayacki, & Ball. 2010).

**Note**: See Community Resources section of this handbook for available resources to assist consumers with transportation

The following attachments, A and B, are intended to assist SVRCs to identify transportation needs and explore solutions for consumers.
Attachment A. Identifying Transportation Needs

Consumer’s Name: ___________________________ Date: ______________

Employment Goal: ____________________________________________________________

Public Transportation _________ Own Car _____________ Bike _____________

Walk _________________ Carpool _________________ Family ________________

Friend _________________ Co-worker _________________ Other ________________

Is public transportation available in his/her community?

Yes _______ No

Consumer is willing to expand the job search area if unable to find openings in his/her area of choice:

Yes _______ No

To meet transportation needs, it is necessary to limit job search in the following areas:

1. __________________________________________

2. __________________________________________

3. __________________________________________

Describe how the lack of transportation issue affects the consumer’s ability to work.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
## Attachment B. Identifying Solutions for Transportation

<table>
<thead>
<tr>
<th>Questions</th>
<th>Counselor’s Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>If consumer owns a vehicle:</strong></td>
<td></td>
</tr>
<tr>
<td>• Has a driver’s license?</td>
<td></td>
</tr>
<tr>
<td>• If not, could consumer obtain a driver’s license?</td>
<td></td>
</tr>
<tr>
<td>• Has a vehicle or have access to a vehicle?</td>
<td></td>
</tr>
<tr>
<td>• Can consumer be assisted with down payment possibly using a Plan for Achieving Self-Support [PASS]? (see Community Resources section)</td>
<td></td>
</tr>
<tr>
<td><strong>If public transportation is available</strong></td>
<td></td>
</tr>
<tr>
<td>• Can consumer take public transportation to work?</td>
<td></td>
</tr>
<tr>
<td>• Does consumer lives on a light rail line?</td>
<td></td>
</tr>
<tr>
<td>• Does consumer has a bus pass?</td>
<td></td>
</tr>
<tr>
<td>• Does consumer qualify for reduced fares?</td>
<td></td>
</tr>
<tr>
<td>• Is walking</td>
<td></td>
</tr>
<tr>
<td><strong>If Walking and Biking</strong></td>
<td></td>
</tr>
<tr>
<td>• Is the job within walking distance?</td>
<td></td>
</tr>
<tr>
<td>• Biking distance?</td>
<td></td>
</tr>
</tbody>
</table>

(Hoff, D., 2011).
**Child Care**

The second barrier to employment for people with disabilities is child care. Lack of child care is a common issue that prevents consumers from achieving employment. During the job placement process consumers must be fully active in the job search process. Therefore, the SVRCs must be able to understand the impact of child care on consumers who are in job placement and identify child care needs and solutions to maximize their participation in the process of finding employment.

The lack of child care during the job placement process may lead to the following:

- Limits successful employment outcomes
- Absences during the job placement process
- Unavailable for job interviews
- They may lose their job if recently placed
- Consumer may take some time off

Issues faced by consumers related to child care include the following:

- Unaffordable child care
- If child care available they may face flexibility problems
- Lack of child care in their communities
- Lack of knowledge of programs for low income families

**Note:** See Community Resources section for child care providers in Sacramento County to assist low-income consumers. Attachment C is intended to assist SVRCs to identify child care needs and explore available options.
**Attachment C. Identify Child Care Needs and Exploring Possible Solutions**

Client’s Name: _____________________________ Date: ______________

Employment Goal: __________________________________________________________

<table>
<thead>
<tr>
<th>Does the consumer need child care?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Does the consumer have a partner/spouse, family member, or friend who can help with child care?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Has the consumer explored subsidized programs for free or low-cost child care services?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Are there child care providers close to his/her community?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

If so, list at least three:

1. _____________________________________________________________________________________

2. _____________________________________________________________________________________

3. _____________________________________________________________________________________

Describe how the lack of child care represents a challenge for the consumer:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Employers’ Concerns

The third barrier to employment is employers’ attitudes towards job seekers with disabilities. When employers assess job candidates many times they tend to look at job skills and experience and focus on what the applicant or employee is capable of doing. However, when an employee or applicant happens to have a disability, then the focus often shifts from what the person can do toward what he or she cannot do.

The following illustrates the employers’ attitudes about hiring people with disabilities

- Concern about ability to do job
- Need for additional time off
- Not knowing how much accommodation will cost
- It costs more to employ workers with disabilities,
- Workers with disabilities lack the skills and experience to do our jobs
- Need for special accommodations
- Need for additional supervision
- Increased health insurance
- Concerned about increased liability. (Rinck, D., & Warm J. 2006)

Top reasons for not employing individuals with disabilities include the following:

- Productivity,
- Work performance/quality
- Safety
- Coworker acceptance/teamwork/social skills
• Dependability/dedication
• Extra training or supervision
• Attendance or punctuality
• Cost related with accommodations. (Mansour, M., 2008).

When employers are more likely to hire individuals with disabilities?

• Employers who have previously hired a person with a disability are receptive to continuing to hire such persons.
• Employers who have more education about the needs of people with disabilities and information on the existing policy are less concerned with the consequences of hiring people with disabilities.
• Successful employment occurs when employers have access to knowledge about hiring people with disabilities. Such information can be obtained from public and private vocational rehabilitation agencies. (Kochel, L., 2011).

Attachment D is a checklist for SVRCs to prepare consumers to overcome employers’ concerns.

Note: See Community Resources section for additional information on the following resources for employers: Job Accommodation Network [JAN], the Employer Assistance Referral Network [EARN] and One Stop Center.
### Attachment D. Preparing Consumers to Overcome Employers’ Concerns

Describe the requirements for the job the consumer is applying for:

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the consumer meet the qualifications for the position?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the consumer well-prepared for the position?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the consumer have personal characteristics (i.e., enthusiastic, team player etc.) that the employer is looking for?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can the consumer perform the essential functions of the job?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the consumer need accommodations?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the consumer needs Job Coaching?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the consumer need assistive technology?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comment:________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Criminal Record

The fourth barrier selected for this section is criminal record. It represents a potential barrier for consumers how are seeking employment. Employers have the legal right to ask about one’s criminal record during a job interview or job application and it is very important to know who to deal with this issue. An affirmative answer to this criminal history question many times leads to the automatic elimination of the applicant from the applicant pool.

Some employers in high security industries such as banks and law enforcement are obligated to ask if the applicant has been arrested or charged with anything other than a traffic violation. In that case, petty offense, misdemeanor and felony charges, even if later dropped, would have to be reported. The job applicant needs to be very clear about what the application form ask about the details of his/her criminal history. If the job applicant is uncertain about the details, it is recommended to obtain criminal records to know the details before applying for a job (See Community Resources to assist consumer to obtain criminal records). (Rodriguez, R., 2006).

It is likely that SVRCs get to work with a consumer who has criminal record. Therefore, it is very important for SVRCs to be educated and well-equipped with skills and resources required to work more effectively with consumers with criminal background. The following are suggestions for counselors:

- Counselors must have access to the consumer’s criminal record through a Consent to Release Information (See Community Resources to request consumer’s criminal record).
• Counselors must be aware about available programs in their communities for consumers who have criminal records, such as the Federal Bonding Program, to connect consumers with these programs (See Community Resources for information on the New Choice Program).

• Counselors must explore education level and vocational certificates that the consumer may have earned during incarceration (e.g., General Education Diploma, Cosmetology, Culinary Arts, Custodial etc.).

• Counselors must be familiar with agencies that provide services to people with criminal background to make appropriate referrals when necessary,

• Counselors must identify challenges with transitioning from incarceration to society such as shelter, employment, and interpersonal relationships.

• Counselors should encourage consumers to become actively involved in community organizations, such as faith communities and social service agencies (if permitted by the agency).

• Counselors must be careful about potential biases and assumptions about consumer’s criminal past. This may prevent SVRCs from helping the individual to find employment. (Mindi, T., 2010).

General recommendations for SVRCs included the following:

• Check out thoroughly potential careers fields before developing an employment plan.

• Develop realist employment goals
• Make sure there are no outstanding legal issues

• Investigate having all non-violent felony records sealed (See Community resources for legal services available for ex-offenders such as expungement process).

• Assist the consumer to develop a statement of interest of what he/she can bring to the position before attending to a job interview

• Assist the consumer to develop statements that reflect positive parts of the individual’s background, volunteer work, leadership roles, etc. (if any).

(Holzer, H., Raphael, S., & Stoll, M., 2002).

A great number of employers are unwilling to hire individuals with a criminal record for the following reasons:

• Not always available due to other commitments (i.e., probation /parole meetings, drug testing etc.)

• Lack of work skills

• Lack of work history

• Untrustworthiness

• Fear of liability

Employers’ attitudes and practices about hiring people with criminal record include the following:

• Employers’ use of criminal history background checks has increased over the past decade
Employers are less willing to hire ex-offenders than any other disadvantage group.

Employers’ willingness to hire ex-offenders varies according to the industry and position, the type and severity of offense committed by the applicant, and work experience since release.

Employers are more likely to hire Caucasians applicants than African American with criminal record. (Fahey, J., Roberts, C., & Engel, L. 2006).

Note: See Community Resources for available incentives employers who are willing to hire individuals with criminal background.

Employment Options to Explore for Ex-offenders

Employers are more willing to take a chance on at-risk employees in entry-level positions. A committed employee will often find room for advancement. Many employers who have taken the risk of hiring ex-offenders are mostly in the following areas:

- Telemarketing
- Tele-fundraising
- Driver/ Delivery— delivering goods between businesses
- Retail sales (such as hardware stores, nurseries, etc.)
- Fast food outlets
- Food Prep
- Dishwasher

City and federal jobs to consider include:
• Water and sanitation services
• Recycling services
• Volunteering (if permitted by employer).

The following lists jobs that are expected to grow in the state of California and are legally available to ex-offenders:

• Basic retail job
• Food prep/services worker
• Cashiers
• Waiters and waitresses
• Customer service representative
• General office clerks
• Receptionist and information clerks
• Landscaping/grounds keeping workers
• Labor and freight, stock and material movers
• Construction labors. (Lopez, J., 2006).

State and federal regulations may prevent a person with a felony conviction from working in some occupations. Most of these occupations involve interacting with small children, being responsible for large sums of money, or requiring the employee to carry a weapon. Examples of these occupations include:

• Airport security screener
• Child care provider
- Armored car crew member.

Other occupations require a state license to work in the profession. Examples of licensed occupations include dental assistants, teachers, doctors, and engineers. (Iseek., 2011).

Attachment E is intended to assist SVRCs with useful questions to identify potential for employment/training on consumers with criminal record. Attachment F provides a list of companies that hire people with criminal background.
Attachment E. Useful Questions to Identify Potential for Employment for Ex-Offenders

Name of Consumer:____________________________________________________________________________________

Tentative Employment Goal:____________________________________________________________________________

Type of offense(s):____________________________________________________________________________________

How long ago the consumer committed the offense(s)?________________________________________________________

When was the consumer released from prison?_______________________________________________________________

Is consumer on probation? Yes No

If so, consumer must provide the following:

Name of Parole officer:__________________________________________________________________________________

Phone Number: ________________________________________________________________________________________

What is the relevance of the offense(s) to the job being applied for? ____________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

____________________________________________________________________________________________________

How many times has the consumer offended?________________________________________________________________

What is the nature and seriousness of the offense(s)?

____________________________________________________________________________________________________

____________________________________________________________________________________________________

What is the background to the offenses (circumstances such as drug dependency, homelessness, etc.)?

____________________________________________________________________________________________________

Describe the consumer attitude(s) regarding the offense:____________________________________________________

____________________________________________________________________________________________________
Describe what the consumer has done since being convicted of the offense (treatment, education, skills training, volunteer work, etc.):______________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

Does consumer have valid California Drivers License? Yes Yes

Highest educational grade completed in school:

Describe the consumer’s skills: ___________________________________________

_______________________________________________________________________

_______________________________________________________________________

Comments:

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________

_______________________________________________________________________
### Attachment F. Companies that Hire Ex-Offenders

<table>
<thead>
<tr>
<th>Company Name</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAMCO Transmission</td>
<td><a href="http://www.aamco.com/">http://www.aamco.com/</a></td>
</tr>
<tr>
<td>Ace Hardware</td>
<td><a href="http://www.acehardware.com/home/index.jsp">http://www.acehardware.com/home/index.jsp</a></td>
</tr>
<tr>
<td>Adams Trucking</td>
<td><a href="http://www.adams-trucking.com/">http://www.adams-trucking.com/</a></td>
</tr>
<tr>
<td>Alamo Rent a Car</td>
<td><a href="https://www.alamo.com/">https://www.alamo.com/</a></td>
</tr>
<tr>
<td>Alaska Airlines</td>
<td><a href="http://www.alaskaair.com/">http://www.alaskaair.com/</a></td>
</tr>
<tr>
<td>Allstate Insurance</td>
<td><a href="http://www.allstate.com/">http://www.allstate.com/</a></td>
</tr>
<tr>
<td>America Air West</td>
<td><a href="http://americanwestairline.org/">http://americanwestairline.org/</a></td>
</tr>
<tr>
<td>ARCO</td>
<td><a href="http://www.arco.com">http://www.arco.com</a></td>
</tr>
<tr>
<td>AT&amp;T</td>
<td><a href="http://www.kn.att.com/">http://www.kn.att.com/</a></td>
</tr>
<tr>
<td>Avis Rent-a-Car</td>
<td><a href="http://www.avis.com/">http://www.avis.com/</a></td>
</tr>
<tr>
<td>Avon Products</td>
<td><a href="http://www.avon.com/">http://www.avon.com/</a></td>
</tr>
<tr>
<td>Baskin-Robbins</td>
<td><a href="http://www.baskinrobbins.com/">http://www.baskinrobbins.com/</a></td>
</tr>
<tr>
<td>Best Western</td>
<td><a href="http://www.bestwestern.com/">http://www.bestwestern.com/</a></td>
</tr>
<tr>
<td>Blue Cross Blue Shield</td>
<td><a href="http://bcbs.com/">http://bcbs.com/</a></td>
</tr>
<tr>
<td>Budget Rent-A-Car</td>
<td><a href="http://www.budget.com">http://www.budget.com</a></td>
</tr>
<tr>
<td>Dairy Queen</td>
<td><a href="http://www.dairyqueen.com/us-en/">http://www.dairyqueen.com/us-en/</a></td>
</tr>
<tr>
<td>Denny’s</td>
<td><a href="http://dennys.com/">http://dennys.com/</a></td>
</tr>
<tr>
<td>Domino’s Pizza</td>
<td><a href="http://www.dominos.com/">http://www.dominos.com/</a></td>
</tr>
<tr>
<td>Dr Pepper/Seven Up</td>
<td><a href="http://www.drpepper.com/">http://www.drpepper.com/</a></td>
</tr>
<tr>
<td>Eddie Bauer</td>
<td><a href="http://www.eddiebauer.com/home.jsp">http://www.eddiebauer.com/home.jsp</a></td>
</tr>
<tr>
<td>Exxon Mobile</td>
<td><a href="http://www.exxonmobil.com/Corporate/">http://www.exxonmobil.com/Corporate/</a></td>
</tr>
<tr>
<td>Federal Express</td>
<td><a href="http://fedex.com/">http://fedex.com/</a></td>
</tr>
<tr>
<td>Firestone Tire and Rubber</td>
<td><a href="http://www.firestone.com/">http://www.firestone.com/</a></td>
</tr>
</tbody>
</table>

Source: Mark Frayser, Rehabilitation Supervisor, personal communication, May 1, 2011.
Soft Skills

The fifth barrier to employment presented in this handbook is lack of soft skills. Though most employers do not usually state such a requirement in their job advertisement, soft skills are critical employability skills that employers demand of job-seekers. Qualities they seek in potential employees include:

- Communications Skills (listening, verbal, written). By far, the one skill mentioned most often by employers is the ability to listen, write, and speak effectively. Exceptional listener and communicator who effectively conveys information verbally and in writing.

- Analytical/Research Skills. Deals with the ability to assess a situation, seek multiple perspectives, gather more information if necessary, and identify key issues that need to be addressed. Highly analytical thinking with demonstrated talent for identifying, scrutinizing, improving, and streamlining complex work processes.

- Computer/Technical Literacy. Almost all jobs now require some basic understanding of computer hardware and software, especially word processing, spreadsheets, and email. Computer-literate performer with extensive software proficiency covering wide variety of applications.

- Flexibility/Adaptability/Managing Multiple Priorities. Deals with the ability to manage multiple assignments and tasks, set priorities, and adapt to changing conditions and work assignments. Flexible team player who thrives in
environments requiring ability to effectively prioritize and juggle multiple concurrent projects.

• Interpersonal Abilities. The ability to relate to co-workers, inspire others to participate, and mitigate conflict with co-workers is essential given the amount of time spent at work each day. Proven relationship-builder with unsurpassed interpersonal skills.

• Leadership/Management Skills. While there is some debate about whether leadership is something people are born with, these skills deal with the ability to take charge and manage your co-workers. Goal-driven leader who maintains a productive climate and confidently motivates, mobilizes, and coaches employees to meet high performance standards.

• Multicultural Sensitivity/Awareness. There is possibly no bigger issue in the workplace than diversity, and job-seekers must demonstrate a sensitivity and awareness to other people and cultures. Personable professional whose strengths include cultural sensitivity and an ability to build rapport with a diverse workforce in multicultural settings.

• Planning/Organizing. Deals with the ability to design, plan, organize, and implement projects and tasks within an allotted timeframe. Also involves goal-setting. Results-driven achiever with exemplary planning and organizational skills, along with a high degree of detail orientation.
• Problem-Solving/Reasoning/Creativity. Involves the ability to find solutions to problems using your creativity, reasoning, and past experiences along with the available information and resources. Innovative problem-solver who can generate workable solutions and resolve complaints.

• Teamwork. Because so many jobs involve working in one or more work-groups, the person must have the ability to work with others in a professional manner while attempting to achieve a common goal. Resourceful team player who excels at building trusting relationships with customers and colleagues (Yount Program, 2010).

Personal Values Employers Seek in Employees

Of equal importance to skills are the values, personality traits, and personal characteristics that employers seek. Look for ways to weave examples of these characteristics into the consumer’s resume, cover letters, and answers to interview questions.

Here is a list of the 10 most important categories of values.

• Honesty/Integrity/Morality. Employers probably respect personal integrity more than any other value, especially in light of the many recent corporate scandals. Seasoned professional whose honesty and integrity provide for effective leadership and optimal business relationships.

• Adaptability/Flexibility. Deals with openness to new ideas and concepts, to working independently or as part of a team, and to carrying out multiple tasks or
projects. Highly adaptable, mobile, positive, resilient, patient risk-taker who is
open to new ideas.

• Dedication/Hard-Working/Work Ethic/Tenacity. Employers seek job-seekers who
love what they do and will keep at it until they solve the problem and get the job
done. Productive worker with solid work ethic who exerts optimal effort in
successfully completing tasks.

• Dependability/Reliability/Responsibility. There is no question that all employers
desire employees who will arrive to work every day – on time – and ready to
work, and who will take responsibility for their actions.

• Loyalty. Employers want employees who will have a strong devotion to the
company even at times when the company is not necessarily loyal to its
employees. Loyal and dedicated manager with an excellent work record.

• Positive Attitude/Motivation/Energy/Passion. The job-seekers who get hired and
the employees who get promoted are the ones with drive and passion and who
demonstrate this enthusiasm through their words and actions. Energetic performer
consistently cited for unbridled passion for work, sunny disposition, and upbeat,
positive attitude.

• Professionalism. Deals with acting in a responsible and fair manner in all personal
and work activities, which is seen as a sign of maturity and self-confidence; avoid
being petty. Conscientious go-getter who is highly organized, dedicated, and
committed to professionalism.
• Self-Confidence. If a consumer doesn’t believe in him/herself, in the unique mix of skills, education, and abilities, why should a prospective employer trust them? The job seeker should be confident in what he/she can offer to employers.

• Self-Motivated/Ability to work with little or no supervision. While teamwork is always mentioned as an important skill, so is the ability to work independently, with minimal supervision.

• Willingness to Learn. A job seeker should always be willing to learn a new skill or technique. Jobs are constantly changing and evolving, and you must show an openness to grow and learn with that change. Enthusiastic, knowledge-hungry learner, eager to meet challenges and quickly assimilate new concepts.

(Yount Program, 2010).

Attachment G is intended to assist SVRCs to identify employable soft skills that employers demand of job seekers. Attachment H is to assess consumers’ soft skills, areas of strengths, areas that need improvement and strategies for improvement of these skills. Attachment I is a list of skills that employers look for in employers.
Attachment G. Identifying Soft Skills

Leadership – Does the consumer:

<table>
<thead>
<tr>
<th>Has an executive presence? (Dress, speech, and relationships)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has a clear and communicable vision?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Manage himself/herself and have the capability to manage others?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Has “edge?” (Can they make decisions?)</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Knows his/her own “unique abilities?”</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Communication – Does the Consumer

<table>
<thead>
<tr>
<th>Has a good written and oral communications skill?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows how to take and give instructions?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Knows how to listen?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Knows how to professionally utilize presentation tools?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Knows how to motivate others?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Relationship Management—Does the consumer:

<table>
<thead>
<tr>
<th>Knows how to work in a team environment?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knows how to manage conflicts?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Has the desire and ability to make contacts?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Has a good client service skill?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Has project management skills?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

(Wolosky, H., 2008).
### Soft Skills Assessment

<table>
<thead>
<tr>
<th>Soft Skill</th>
<th>Your Skill Level</th>
<th>Strategies for Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating clearly</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Solving problems</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Servicing customers</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Being on time</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Following instructions</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Getting along with others</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Appreciating diversity</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Honesty</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Responsibility</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Taking initiative</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Good manners</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Good grooming</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Adaptability</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Work Ethic</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
<tr>
<td>Dependability</td>
<td>Strength</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Needs Improvement</td>
<td></td>
</tr>
</tbody>
</table>
Attachment I. Skills Employers Look for in Prospective Employees

Learning new things
Communicating with others
Being flexible
Using common sense
Using problem-solving
Working with others
Reading
Writing
Doing simple math
Speaking clearly
Personal management skills
Managing time effectively
Having good personal hygiene or grooming

(Bosch, K., 2011).
Tattoos

In these times of economic uncertainty and increased competition for jobs, employers are able to pick and choose from an ever-growing pool of candidates. One of the most common attributes employer may consider are tattoos. Why can tattoos prevent a person from obtaining employment?

- Employers generally like to request the same minimum standard of presentation guidelines on all staff regardless of role, as they want their staff to be presenting an image that is consistent with their business.
- The image portray on the job should be neat, clean, and professional.
- Employers are very selective when hiring potential employees.
- Within the first 2 minutes of an interview, a good interviewer will know whether he or she will offer you a second interview. Those first couple minutes are based solely on the interviewer’s perception of your image.

Important statistics about tattoos;

- 35% of adults 30-39 years of age have at least one tattoo
- 20% of Americans have at least one tattoo
- 16% of people with tattoos regret getting one
- 35% of tattooed adults feel more rebellious
- 90% an increase of tattooed adults from 2003 to 2006. (College Crunch, 2010).

Employers’ Perception about Tattoos

- Tattoos are unacceptable.
• Do not to see someone else’s “self expression” all over his/her arms, neck, face, etc.

• Should not be outwardly displayed during the interview–takes away from the candidate’s credibility.

• Inappropriate tattoos could represent harassment to others if they are visible, or could make others uncomfortable in their work environment and cannot allow that in the workplace.

• Employers recommend that job seekers minimize distraction and represent themselves based on their experiences and credentials.

• Tattoos need to be covered.

• Tattoos which could offend people either employees or customers
  • Visible tattoos are unacceptable in the workplace
  • Tattoos are not appropriate for a professional appearance.
  • Tattoos should be covered up, they tend to scare some people
  • Visible tattoos are pretty much the kiss of death in job interviews

Some of the most common associations made by employers are the following:

• Associate tattooed person with violent gangs
• Associations with outlaw motorcycle clubs
• Somewhat irresponsible
• Association with criminal activity
• Drugs
• Low intelligence
• Associate with poor socioeconomic background
• Uneducated
• Questionable lifestyle (North Dakota State University, 2011).

Possible Solutions to Remove Tattoos

• Laser treatment is the most common way to remove a tattoo
• Fading creams
• Dermabrasion: Sanding down to lower layers of skin is another way to remove a tattoo
• Scarification: removes the tattoo with acid and leaves a scar in its place.
• Surgery
• New colors can be put into the skin to cover up the old tattoo
2. Options to Explore for Job Placement

The following section of the handbook is intended to assist SVRCs to explore various options to enhance employment outcomes for consumers. The author selected the following options for employment:

- Tax incentives
- Job fairs
- Internships
- Volunteer employment
- Social networking

**Tax Incentives**

According to Lana Reynolds, Workforce Development Specialist (personal communication, September 25, 2011), there are three tax incentives available for businesses:

- Tax incentives to encourage employers to hire people with disabilities through the Work Opportunity Tax Credit [WOTC].
- Cover the cost of accommodations for employees with disabilities and to make their places of business accessible for employees through the Disabled Access Tax Credit.
- Cover the cost involved on removing physical and structural barriers in the workplace/business through the Tax Deduction to Reduce Architectural Barriers.
The Work Opportunity Tax Credit [WOTC] is a tax credit that encourages employers to hire individuals with disabilities who qualify for their positions. The WOTC provides a federal tax credit incentive of up to $9,000 for employers who hire people with disabilities.

Who qualifies for the WOTC? Individuals hired from the following groups may qualify an employer for the WOTC:

1. Qualified recipients of Temporary Assistance to Needy Families [TANF]
2. Qualified veterans receiving food stamps or a disabled veteran
3. Ex-felons hired no later than one year after conviction or release from prison
4. High-risk youth ages 18 through 24 who reside in a federally designated Empowerment Zone or Enterprise Community (community programs that focus on creating jobs and expanding business opportunities)
5. Vocational rehabilitation referrals
6. Qualified summer youth ages 16 through 17 who reside in an Empowerment Zone or Enterprise Community
7. Qualified food stamp recipients ages 18 through 24
8. Qualified recipients of Supplemental Security Income [SSI].
For more information on the WOTC for California businesses in Sacramento, contact the WOTC at:

Employment Development Department
Job Service Division, MIC 37
800 Capitol Mall
Sacramento, CA 95814
1-866-593-0173 or 916-654-9715
(FAX 916/654-8932)

Disabled Access Credit for small business: Small businesses may take an annual tax credit for making their businesses more accessible to employees with disabilities and or customers with disabilities. The tax credit is available every year and can be used for a variety of costs such as:

- Sign language interpreters for employees/customers who have hearing impairments
- Readers for employees/customers with visual impairments
- The purchase of adaptive equipment or the modification of equipment
- Printed materials in alternate formats (e.g., Braille, audiotape, large print)
- The removal of architectural barriers in buildings or vehicles
- Other similar services (i.e., use of a job coach or a co-worker to provide support to an employee with a disability)
The amount of the tax credit is 50% of expenditures over $250 but not to exceed $10,250, for a maximum benefit of $5,000. For more information on the Small Business, Disabled Access Credit contact the Internal Revenue Service at http://www.irs.gov/

**Architectural/Transportation Tax Deduction:** All businesses may be eligible to take an annual deduction for expenses incurred to remove physical, structural and transportation barriers for persons with disabilities. Examples of deductions include:

- Providing accessible parking spaces, ramps, and curb cuts
- Providing telephones, water fountains, and restrooms that are accessible to persons using wheelchairs
- Making walkways wide and providing accessible entrances to buildings including stairs and floors

The amount of tax deduction that the Internal Revenue Service [IRS] allows is a deduction of up to $15,000 per year for qualified architectural and transportation barrier removal expenses. For more information on the Architectural/Transportation Tax Deduction, IRS Section 190, contact the Internal Revenue Service at http://www.irs.gov/.

**Job Fairs**

To maximize employment outcomes, SVRCs should encourage consumers to attend to a job fair. Some of the benefits of attending a job fair include:

- Opportunity to be exposed to, and to network with multiple organizations, in different fields that are recruiting for open positions
• Offers an opportunity to meet with recruiters, hiring managers, and company representatives that are eager to answer any questions related to the job

• An opportunity to collect information, pamphlets, and company brochures from the different companies participating in the job fairs. This provides a better outlook for you as a potential employee, and saves time later down the line.

(Snow, J., 2007).

It is important for the SVRCs to understand the types of interviews that take place at a job fair. Following are the three basic types:

Screening Interview: This interview usually lasts no more than 2 or 3 minutes and is usually conducted by employers whose main interest is in gathering resumes and initial impressions before making decisions as to whether they will move to the next step. Job seekers should be able to quickly point them to the key areas in their resume that reflect the employer needs.

Mini-Interview: This interview usually lasts 5 to 10 minutes and is conducted at the employer’s booth. Job seekers should be prepared to give a full introduction of their background and quickly position themselves as someone who is a good fit in relation to that employer’s needs. The recruiter will usually want to elaborate on the information contained in their resume, so it is crucial that the job seeker is prepared to comment on each and every item on it.

Full Interview: The full interview typically takes place at the employer’s booth, or maybe in another part of the hall. Most employers use the full interview as a secondary interview. In other words, the job seeker has to be invited to the interview based on the
previous screening interview or mini-interview. The job seekers must be prepared for 20 minutes or more, but probably no more than 30 minutes, since most employers have a tight schedule to keep. Consider this interview the same way you would any full-length interview. Job seekers must be prepared to answer a great number of qualitative, open-ended questions and will be expected to provide elaboration on their answers. (Krueger, B., 2005).

In many communities, job fairs that target job seekers with disabilities are held throughout the year. These job fairs can give companies immediate access to current job ready consumers. For more information on upcoming Job Fair in Sacramento County, see Community Resources sections. Attachment J is a checklist to prepare consumers for a Job Fair Attachment K is a sample letter to follow up after attending to a Job Fair.
Attachment J. Checklist to Prepare Consumers for a Job Fair

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is prepared for a job interview?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knows how to fill out job applications?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a resume and cover letter ready?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has done homework on target employers?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has the skills and the training for employment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has transportation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has childcare (if needed)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has appropriate clothing to attend to the job fair?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has a portfolio ready?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Attachment K. Sample Letter to Follow up After a Job Fair

Dear Mr./Ms.__________________________,

I recently spoke with you at the (Name of the event took place). I wanted to thank you for taking the time to speak with me, and for providing me with valuable information about the job opportunities at (name of the company). My varied experience in (XXXXX) combined with my research background in (XXXX) are my strongest qualifications for the position at (name of the company).

As you can see from the enclosed resume, I have (explain qualifications and skills related to the position in 3-4 paragraphs diverse product line and international scope.

I would welcome the opportunity to meet with you to discuss my qualifications in more detail. I can be reached at _____ or by email at ____. I will follow up with you in five business days to discuss the possibility of securing an in person interview.

Sincerely,

(Handwritten Signature)

Your Name
Internships

Some of the benefits of internships for consumers include the following:

- It provide consumers with opportunities to get a foot in the door
- Build a relationship with employers
- Consumers have the opportunity to explore various industries
- Consumers gain new skills
- Consumers can apply knowledge to real-world situations
- Consumers learn about their own strengths and weaknesses and build a network
- Consumers gain confidence in their own abilities.

Internships offer the following benefits to employers:

- Interns offer innovative ideas from their academic experience
- They are energetic and fresh in their thinking and can bring ideas in that you thought were not possible
- Internships also help eliminate employer fears about the limitations of persons with disabilities. (Hastings, R., 2008).

Internships are available in the following fields:

- Professional, Scientific and Technical services
- Health Care and Social Services
- IT (Information Technology)
- Banking and Finance
- Insurance services
- Educational services
- Arts, Entertainment and Recreation
- Government and Public Administration
- Real Estate
- Retail and Customer Service
- Manufacturing
- Administration and Support Services
- Travel, Hospitality and Food Services
- Social Services
- And several other fields

How to find Internships: When searching for an internship it is important to have some kind of starting point, but be open to many possibilities. Some criteria to consider might be:

- Geographic location
- Paid vs. unpaid (upon employer agreement)
- Field that may be interest to the consumer
- Type of business
- Opportunities for networking and connecting during the internship

Recommendations to find an internship include the following:

- Visit local Career Center (See Community Resources for One Stop Career Centers that are conveniently located throughout Sacramento County).
• Friends and former classmates

• Referral by current employees-from an employee who is currently working on the agency, cooperation, in which the person has an interest.

• Cold call contacts—pick up the telephone to contact a station, agency, or corporation in which the person has an interest to ask if there are internships available.

• Internet—Internet listings of many companies have an employment button under which internship information may also be displayed.

• Faculty—faculty who teach in the areas where the person wants to do the internship. (Ball State University, 2011

Attachment L is a sample letter to request an internship.
Attachment L. Sample of Internship Request Form

Date:___________________________________________________________________

Name:__________________________________________________________________

Address:________________________________________________________________

City:______________________   State:________________   Zip:___________________

Home Phone:_______________________    Cell Phone:__________________________

Email Address:____________________________

Year in School:__________________________________________________________

  Freshman      Sophomore      Junior      Senior      Accelerated Prg. Alumni

Area of Study:___________________________________________________________

  Major      Minor:________________________________________________________

Area(s) of Interest:________________________________________________________

Experience/Skills (Attach résumé or briefly list skills you have):
________________________________________________________________________
________________________________________________________________________

Days available for internship

  Monday    Tuesday    Wednesday    Thursday    Friday    Saturday    Sunday

Number of hours available per day:___________________________________________

Desired start date:_________________________________________________________

Do you have a car?      Yes      No

Do you have a current resume?      Yes      No
Volunteer Job

For people with disabilities who are willing to give their talents, skills and time is another way to find out about a specific job or business. Why people with disabilities would volunteer? People with disabilities volunteer for many of the same reasons as those without disabilities and these are:

- To form new relationships-People with disabilities build more meaningful relationships when volunteering as individuals
- To gain personal satisfaction-When people with disabilities have an opportunity to volunteer feel as any other member contributing to those in need
- To gain social status -When people with disabilities volunteer, are perceive different in their communities
- To develop marketable skills-Volunteering provides many opportunities to learn and to practice skills that can be useful in paid employment
- For networking opportunities-Volunteering is one of the most useful avenues for really getting to know other community members. (Amado, N., 2008).

The following are some benefits associated with volunteering for people with disabilities:

- Opportunity to implement skills acquired through formal education or acquired through previous work experience
- Volunteering provides many opportunities to learn and to practice skills
- Promotes job opportunities
• It is possible that a volunteering position may become a pay position

• Opportunity to build meaningful relationships when volunteering

• It is one way for people with disabilities to demonstrate their abilities, as well as their desire to help others and their communities.

• Volunteer jobs help people to identify their personal interests and select potential careers. (Amado, N., 2008).

Volunteering positions in Sacramento area should be explored to maximize consumers’ employment outcomes. The following are places in Sacramento area for volunteer opportunities. The City of Sacramento’s Volunteer Program encompasses opportunities in a wide variety of departments:

• Parks and Recreation

• Convention, Culture and Leisure

• Police

• Fire

• Utilities

• Finance

• Human Resources

• Information Technology

• Community Development

• General Services

• Economic Development
- Transportation
- Utilities
- Charter Offices
- Mayor and City Council

**Note**: See Community Resources for additional information on Volunteer opportunities in Sacramento County.

Attachment M is a form to request a volunteer position at Sacramento City. The form was authorized to use in the handbook by Mary Lynn Perry (September 15, 2011) who is the Volunteer Coordinator at Sacramento City.
Attachment M. Volunteer Interest Form

Name: __________________________________________________________________

Address: __________________________________________________________________

City/State/Zip: __________________________________________________________________

Home Phone: ____________________________ Work/Cell Phone: _______________________

E-mail: _______________________________ Birth Date: ________________________

(If under 18)

Are you a current city employee? _____ yes _____ no

Employment and Professional Experience:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Education: _________________________________________________________________

Volunteer Activities: _______________________________________________________

Times available: M ____ T ____ W ___ Th _____ F ____ Sat _____ Sun ___

Mornings _____ Afternoons _____ Evenings _____

Length of Assignment Desired: 3 mos____ 6 mos _____ 6-12 mos_____

Over a Year _____ On-call _____ Special Projects ____

Special Skills or Talents: ___________________________________________________

What are your present goals for a volunteer position? (e.g., gain school credit, work experience, court mandated service)
In case of emergency, please contact:

Name:_________________________________ Phone Number:_____________________

Have you ever been convicted of a crime?

References: Please list the names of two individuals we may contact as a reference.

Name: __________________________________ Telephone: ____________________
Name: __________________________________ Telephone: ____________________

Signature of applicant: ________________________ Date:_____________________

**Note:** This form is exclusively for volunteer position at the City of Sacramento Volunteer Program. Once completed send it to the following address:

City of Sacramento Volunteer Program
Dept. of Human Resources/Administration
Historic City Hall
915 I Street, 2nd Floor
Sacramento, CA 95814
Social Networking

Social networking is the last option presented in this handbook to explore placements for consumers. Networking has opened a new word of recruiting opportunities for companies, large and small. Social Networking websites such as Craigslist and Facebook are useful tools to find employment and SVRCs should encourage consumers to take advantage of them.

Craigslist is a collection of online classified ads sites. Craigslist.org has quickly become one of the most useful sites for those who are looking for jobs online. Craigslist offers an extensive list of job openings organized by locations, over 550 local Craigslist, cover 50 countries, and an average of 3,600 jobs are posted on each Craigslist every month.

Use the following instructions to find employment opportunities and post resumes

- Go to [http://sacramento.craigslist.org/](http://sacramento.craigslist.org/) and choose the location to find a job
- Create an account
- Have the resume available to send to employers
- Check the “Jobs” section to view job postings
- Post the resume under the “Resume” section
- For immediate hire, check the “Gigs” section. These are normally one-time jobs or short-term jobs that need to be done quickly

Use the following instructions to apply for a job

First, make sure that the job is legitimate:
• Be cautious if the job skills or requirements specified are an Internet connection, being over 18, and a few hours a week in exchange for a large financial reward.

• Look for job postings that have details about the job and the employer. Preferably, a legitimate employer will provide a link to their Website, where the job seeker can find additional information such as location and contact information.

• Check SuperPages.com or some other phone directory to make sure the employer has a standard phone listing. If they are not in the local phone, be very suspicious of the legitimacy of the employer.

• Be cautious about an employer or recruiter who doesn’t provide their own e-mail address or who provides one that is not associated with the employer’s Website – if the job is for Acme Widget Co. (for example), the domain name should be very close to the organization’s name, and the e-mail address should be something like HR@AcmeWidget.com rather than AcmeWidget721@yahoo.com.

Then apply for a job using the Use Job-Hunt’s Job Search S-M-A-R-T-S Response Method as follows:

• S – SELL what the employer is buying – Be specific about the job posting by putting the title, the unique identifier (if any), and the location in the Subject line of your email message.

• M – MARKET yourself as a potential employee – This will make it easy for the employer to see how the skills and experience fits their needs.
• A – ACT quickly but very carefully Read the posting first word-by-word. If they ask something unreasonable (e.g., your SSN and/or bank account number), respond appropriately.

• R – RESEARCH the employer – Do some research first. For instance, Google the employer’s name to see what comes out. Visit the employer’s Website to see what do they do? Does it look like a good place good to work? Proceed with caution if research indicates that the posting and the employer may be false.

• T – THINK – What would make the job seekers stand out from the competition for this job? Do you know anyone who works with that employer? Employees may be rewarded through an employee referral program for submitting a resume to HR, or they may be able to hand it to the hiring manager. Anything in the business news or press releases about a major new client, big contract, new project, new business partner, and so on? If possible, drop a few names, as appropriate, in the cover letter or the resume.

• S – SAFEGUARD personal information. With the current economy stress is possible to attract opportunists to take advantages of job seekers, so beware of the possibility that the employer, the recruiter, and/or the job may not be real. (Joyce, S., 2009).

Advantages of Craigslist to find employment

• There is a Craigslist for almost every major city in the US

• it is free to use for employers and job seekers
• It is convenient to use
• Accessibility to more jobs
• Access to jobs opportunities that are not advertise elsewhere
• Offers job seekers the option to narrow down job choices.

Disadvantages of Craigslist to find employment
• Some postings may not be real
• Privacy when posting resumes-Information provided on the resume can be visible to everyone who visits the site
• Possibly fraud-if asking for personal information such as bank account or SSN
• Outdated job postings
• No personal interaction with potential employers. (Joyce, S., 2009).

Facebook - It is a network site that has more than 400 million active users, 50% of active users log on to Facebook in any given day and more than 100 million active users currently accessing Facebook through their mobile devices.

Instructions to apply for a job
• Go to facebook.com
• Login to Facebook (if necessary create an account)
• Adjust privacy settings to protect personal information
• Click on Profile
• Type the application name in the search box using “job search” “career” or “jobs” as keywords

• Clean up the profile-First things first, clean up the profile by removing any inappropriate photos, and comments that might give employers the wrong impression.

Advantages of Facebook to find employment

• Facebook connects employers with job seekers who are looking for a specific type of job opening. This can considerably increase the number of eyes and ears out in the real word helping to discover more job opportunities.

• Allows job seekers to send out reminder posts on Facebook every couple of weeks.

• Facebook is also popular with recruiters and employers.

• This allows job seekers to connect with like-minded people and build a relationship with them that can help you find a job later. (Bill, 2011).

Disadvantages of Facebook to find employment

• Facebook is filled with thousands of daily users from around the globe and there is no surprise if a number of viruses storming through most of the pages.

• Spam and Scam-Unfortunately, some scammers trick members and scam them in so many ways to steal their accounts. Once a member logs in using the email and password, scammers can now access his account and scam his friends, spreading further spam and malware through the website.
• It may ruin professional life-Employers will want to know more about the applicant and by searching on Facebook which may contain offensive content, employers may get distressed and could result in losing the job role that the person applied for. (Factoidz, 2011).

Some implications for people with disabilities include the following:

• Some job seekers with disabilities may have limited use of their hands and arms to operate a standard keyboard or mouse

• Special software programs may be needed to use a computer

• Job seekers who are visually impaired may have difficulty using a computer

• Some job seekers with disabilities may not have a computer at all.

  (Burgstahler, S., 2010).

Note: See community resources for locations of the One Stop Center in Sacramento County for free computer access.
3. Community Resources to Enhance Employment Outcomes

Resources to Assist Consumer with Transportation

*e-tran-Elk Grove Transit*

1022 Iron Rock Way, Ste. 200
Elk Grove, CA 95624
(916) 683-8726
Fax: (916) 714-4635
Website: [www.e-train.org](http://www.e-train.org)

Eligibility: Ages 75+ or have a disability that prevents the use of e-train buses
Fee: $1.10 one-way
Application Procedure: Telephone
Areas Served: Elk Grove

*Paratransit Incorporated*

2501 Florin Road
Sacramento, CA 95822
Fax: (916) 429-2409
E-mail: paratransit@paratransit.org
Web-site: [www.paratransit.org](http://www.paratransit.org)

Agency Type: Nonprofit
Eligibility: Persons functionally unable to use Regional transit or ages 75+
Fees: Fee for services is $5.00 one-way within local area
Application Procedure: Fill out application and attend orientation and assessment
Areas served: Sacramento, Carmichael, Elk Grove, Fair Oaks, Folsom (to/from Light Rail Stations only), Rancho Cordova, Citrus Heights, Rio Lind, Orangevale, and North Highlands
Paratransit is a specialized, door-to-door service for people with disabilities who are not able to ride fixed-route public transportation, including lift-equipped buses.

_Sacramento Regional Transit (RT)_

1400 29th Street (at N Street)

Sacramento, CA 95816

(916) 321-2800

Fax: (916) 444-0502

Web Site: [www.sacrat.com](http://www.sacrat.com)

Agency Type: Special District

Areas Served: Sacramento County

Fees: Fee required for services

Eligibility: Open

Application Procedure: Telephone

All RT buses are equipped with wheelchair lift
South County Transit-Community Transportation Agency

117 Camelia Way
Galt, CA 95632
Fax: (209) 745-3458
E-mail: cta@softcom.net
Web Site: www.sctlink.com
Agency Type: Nonprofit
Areas Served: South Sacramento County
Eligibility: Open
Application Procedure: Telephone
Service Provided: Dial-a-Ride and fixed route services for Galt and unincorporated area of South Sacramento County

Hornet Express Shuttle

7667 Folsom Blvd., Sacramento, CA 95826
(916) 278-7275
E-mail: shuttle@csus.edu
Eligibility: Enrolled in Sacramento State University
Fee: Free to students (show Onecard)
Type of agency: is free campus transit system.
Areas Served: Howe Avenue, Exposition Boulevard, Heritage Lane, Arden Way, Fulton Avenue, Northrop Avenue, College Town Drive, La Riviera Drive, Folsom Boulevard, Bicentennial Way, Hornet Drive, and State University Drive.

Other Transportation Services

Auburn Transit (530) 823-4250 or (530) 823-4250
PRIDE Industries, Inc. (530) 888-7433, (530) 888-7433 or (916) 788-2330
City of Folsom (916) 355-8395 (916) 355-8395
Lincoln Transit (916) 645-4070 (916) 645-4070
Roseville Transit (916) 774-5757 or (916) 774-5757
California Transit Association (CTA) (916) 446-4656
El Dorado Transit (888) 246-2873 or (530) 642-5383
Folsom Stage Line (916) 355-8395
Placer County Transit (916) 784-6177 or (530) 885-2877
Roseville Transit (916) 774-575

Resources to Assist Consumers with Child Care

Child Care Action, Inc.

9800 Old Winery Place
Sacramento, CA 95827-1700
(916) 369-4460
Website: www.childaction.org
Child Care Action Inc. provides assist families in Sacramento County with child care at low cost or free. The services Child Care Action, Inc. include child care resource and referral, child care subsidies, recruitment and training of child care professionals, and parent education and support.

BeanStalk Childcare Programs

33 Myrtle Ave.
North Highlands, CA 95660
Phone: (916) 344-6259
Website: http://beanstalk.ws/

Child Care is available for families who have limited financial resources. Fully subsidized and sliding scale fee child care and daycare, part day/full day child care programs that offers child state child and pre-school for income eligible families.

Y.M.C.A Child Development Center

2021 W Street
Sacramento, CA 95818
Phone: (916) 452-9622 (916) 452-9622  ext. 111
Website: http://ymcasuperiorcal.org/ymca/index.cfm
Financial assistance and low income daycare prices for local child care on sliding scale. Scholarships are available for families who need child care. To apply visit the Web Site above.

*Child Development Incorporated*

7416 Sunny Meadows Ln.
Sacramento, CA 95828
Phone: (916) 688-3310
Website: www.cdicdc.org

Offers subsidized/free childcare programs for families. Also it offers scholarships for families who need child care.

*The 4th “R” Child Care Program*

5725 47th Ave.
Sacramento, CA 95824
Phone: (916) 808-6021
Website: http://www.cityofsacramento.org/parksandrecreation/4thR/contact-us.htm

There are several locations throughout Sacramento and fees are subsidized or sliding scale depending upon family income. To qualify for free or low cost child care families need to complete the Child Care Eligibility List (CEL) available online.
Child Development Center at Cosumnes River College

8401 Center Parkway

Sacramento, CA 95823

(916) 691-7380

The Child Development Center, located on the eastside of the campus, provides education and child care for children of Cosumnes River College students. The Center gives priority to low income parents who meet income eligibility and are currently enrolled at Cosumnes River College. Child care services are provided based on sliding fee scale.

Child Development Center of Sacramento City College

8335 Freeport Boulevard

Sacramento, CA 95822

Phone: (916)558-2542

To be eligible, the Child Development Center parents must be income eligible. (Priority is given to those families with the lowest income.) Preschool (2-5 years old). Full day or part day, Fall & Spring Semesters and free or reduce fees for qualifying families.
Associated Students Children’s Center

6000 J Street
Sacramento, CA 95819-6037
Phone: (916) 278-6216
Web Site: http://www.asichildrenscenter.org

The Associated Students Children’s Center offers child care subsidy for students demonstrating financial need. This program pays for child care for students demonstrating financial need. Subsidy grants are based on family size and gross monthly income with the lowest income receiving first priority for acceptance.

One-Stop Career Centers in Sacramento County

Sacramento Works Career Center - Citrus Heights

7640 Greenback Ln.
Citrus Heights, CA 95610
Web Site: www.seta.net
Telephone: (916) 676-2540

Sacramento Works One Stop Career Center- Galt

1000 C St., Ste.100
Galt, CA 95632
Web Site: www.seta.net
Telephone: (209) 744-7702
Sacramento Works One Stop Career Center – Mather

10638 Schirra Ave.
Mather, CA 95655
Web Site: www.seta.net
Telephone: (916) 228-3127

Sacramento Works One Stop Career Center – Rancho Cordova

10381 Old Placerville Road, Ste. 150
Rancho Cordova, CA 95827
Web Site: www.seta.net
Telephone: (916) 255-3255

Sacramento Works One Stop Career Center-Mark Sanders Complex

2901 50th St.
Sacramento, CA 95817
Web Site: www.seta.net
Telephone: (916) 227-0301

Sacramento Works One Stop Car Center – Urban League

3725 Marysville Blvd.
Sacramento, CA 95838
Web Site: www.seta.net
Telephone: (916) 286-8600
Sacramento Works One Stop Care Center – Lemon Hill
5451 Lemon Hill Ave., Room 106
Sacramento, CA 95824
Web Site: www.seta.net

Sacramento Works One Stop Career Center – La Familia
5523 34th Street
Sacramento, CA 95820
Web Site: www.seta.net/www.lafcc.com
Telephone: (916) 452-3601

Sacramento Works One Stop Career Center – Hillsdale
5655 Hillsdale Blvd., Ste. 8
Sacramento, CA 95842
Web Site: www.seta.delpaso.net
Telephone: (916) 263-4100

Sacramento Works One Stop Career Center – Franklin
7000 Franklin Blvd., Ste. 540
Sacramento, CA 95823
Web Site: www.seta.net
Telephone: (916) 262-3200
Sacramento Works One Stop Career Center – South County

8401 A Gerber Rd.
Sacramento, CA 95828
Web Site: www.seta.net
Telephone: (916) 689-3560

Sacramento Works One Stop Career Center – Broadway

915 Broadway
Sacramento, CA 95818
Web Site: asianresources.org
Telephone: (916) 324-6202

Resources to Assist Employers

California Employment Development Department

722 Capitol Mall, MIC 50
Sacramento, CA 95814
Phone: 916-654-7799
Website: www.edd.ca.gov/

The California Employment Development Department provides assistance to employers with The Federal Bonding Program (fidelity bonding insurance coverage to individuals with criminal histories) and tax credits through the Work
Opportunity Tax Credit to encourage employers hire individuals with criminal backgrounds.

*Job Accommodation Network (JAN)*

Phone: (800)526-7234  
Website: http://askjan.org/  
Email: jan@askjan.org

“JAN is the leading source of free, expert, and confidential guidance on workplace accommodations and disability employment issues. JAN helps people with disabilities enhance their employability, and shows employers how to capitalize on the value and talent that people with disabilities add to the workplace.”

*The Employer Assistance Referral Network (EARN)*

Phone: 1-855-275-3276  
Website: http://askearn.org/  
Email: earn@AskEARN.org

“EARN assist employers to locate and recruit qualified workers with disabilities. Employers are assisted on all issues related to recruiting, hiring, and promoting candidates with disabilities, including providing linkages to state and local community-based organizations serving job seekers with disabilities.”
One-Stop Career Center

Phone: 1-877-872-5627 (For One-Stop Career Center locations)

Website: http://careeronestop.org/

Email: info@careeronestop.org

One Stop Career Center offers assistance to job seekers with disabilities, but also assist employers to find qualify employers for their vacancies.

Resources to Assist Consumers with Criminal Record

Voluntary Legal Services of Sacramento

517 12th Street
Sacramento, CA 95814
(916) 551-1202

Free assistance to prepare legal documents and facilitate all other aspects of the expungement process for the low income ex-offenders within the County of Sacramento

California Public Defender Association (CPDA)

3273 Ramos Circle, Suite 100
Sacramento, CA 95827

Phone: 916-362-1686

Assist individuals with expungement of criminal record
New Choice Program

7000 Franklin Blvd., Ste. 540
Sacramento, CA 95823
(916) 391-1603

New Choice Program is an employment agency that provides the services to ex-offenders such as employment and job placement assistance, resume building, On-The-Job training employment, for felons, drivers License and CA ID Support, funding for vocational training and funding for interview and work clothing

To Obtain Criminal Records

California State Department of Justice
4949 Broadway
Sacramento, CA 94244
Phone: (916) 227-3400

California Department of Justice

Record Review Unit, P.O. Box 903417
Sacramento, CA 94203
Phone: 916-227-3835

Corrections Rehabilitation CI Department
2015 Aerojet Rd Rancho Cordova, CA 95742
Phone: (916) 358-1521
Other Resources

Jails to Jobs

Website: http://jailstojobs.org/

Jails to Jobs is an organization that gives ex-offenders the tools they need to find employment. On this website they’ll find a step-by-step plan to follow and carry out their job search. It also enables ex-offenders to research potential employers and writing resumes to handling interviews.

Jobs for Felons 101.com

Website: http://jobsforfelons101.com/

This website strives to educate and equip those with felonies on their record to be able to secure a job and prosper in a career. They provide educational tools and job resources to aid ex-offenders in securing a job and fulfilling a positive and productive role in society.

Online Resources for Job Fairs

http://www.sacjobs.com/jobfaire.cfm
General and industry-related job fairs in Sacramento

http://www.jobjournal.com/calendar.asp
Lists both career events and job fairs for the Greater Bay Area, Sacramento and Central Valley
Local job fair listings

Twice yearly free job fairs with many local employers

California Employment Development Department (EDD) announces upcoming job fairs and events related to employment

This Web site provides useful information on how to prepare for a job/fair/career fair.

Resources for Volunteering

City of Sacramento Volunteer Program

Contact Mary Lynn Perry, Volunteer Coordinator

915 I Street, Second Floor
Sacramento, CA 95814

Phone: (916) 808-8317
Fax: (916) 808-1907
Email: mperry@cityofsacramento.org

The City of Sacramento’s Volunteer Program encompasses opportunities in a wide variety of departments: Parks and Recreation, Convention, Culture and Leisure, Police, Fire, Utilities, Finance, Human Resources, Information
Technology, Community Development, General Services, Economic Development, Transportation, Utilities, Charter Offices, and Mayor and City Council

Volunteer Center of Sacramento

1300 Ethan Way, Suite 600
Sacramento, CA 95825
Phone: (916)567-3100

We site: www.volunteersac.org

The Volunteer Center of Sacramento recruits and refers individuals who want to volunteer in a wide variety of departments:

- Health
- Welfare
- Cultural
- Educational
- Governmental
- Civic organizations

Hands on Sacramento

909 12th Street, Suite 200
Sacramento, CA 95814-2942

Phone: (916) 447-7063
Web Site: www.handsonsact.org
Connect businesses, non-profit organizations and public agencies with people who are willing to volunteers.

*Volunteer Program – Sacramento Food Bank and Family Services*

3333 Third Ave
Sacramento, CA 95817
Phone (916) 456-1980
Web Site: www.sfbs.org
Volunteer help is always needed depending on the time of year. It offers free educational services along with emergency goods such as food, clothing and diapers.

*Volunteer at Loaves & Fishes*

1321 North C. St.
Sacramento, CA 95811
Phone: 916-637-2444
Web Site: http://www.sacloaves.org
Email: volunteer@SacLoaves.org
Volunteers from the Sacramento region come to Loaves & Fishes to help feed the hungry and shelter the homeless.
Call 2-1-1 Sacramento

2-1-1 Sacramento
Attention: Laurie Simon
909 12th Street, Suite 200
Sacramento CA 95814
Phone: 916) 498-1000
Web Site: http://www.211sacramento.org/volunteer.shtml

Call 2-1-1 Sacramento refers people to more than 2,400 community services in the Sacramento area, including:

Employment and training
Housing information
Financial assistance
Children’s services
Food programs
Senior services
Heal services

For volunteer application visit the web site provided.

Plan to Achieve Self-Support [PASS]

What is a PASS?

- It is an SSI provision to help individuals with disabilities return to work.

How does a PASS help someone return to work?

- SSI eligibility and payment amount are based on income and resources.
PASS lets disabled individual set aside money and/or things he or she owns to pay for items or services needed to achieve a specific work goal.

How does PASS work?

- Applicant finds out what training, items or services needed to reach work goal.
- Can include supplies to start business, school expenses, equipment and tools, transportation and uniform requests.
- Applicant finds out how much these items and services will cost.
- PASS can help person save to pay these costs. PASS lets person set aside money for installment payments as well as a down payment for things like a vehicle, wheelchair or computer if needed to reach work goal.

For additional Information on the PASS Call 1–800–772–1213

Web Site: www.socialsecurity.gov or contact local Social Security Office to obtain a copy of the PASS application Form SSA–545–BK visit the local Social Security office or online at: www.socialsecurity.gov/online/ssa-545.html.

Useful Job Search Links

1. www.jobaccess.org

JobAccess “enable people with disabilities to enhance their professional lives by providing a dedicated system for finding employment.”
   “Sacramento jobs and careers can be found here at Sacjobs4u.com, the one place
   for all your Sacramento area jobs.”

   Local jobs in Sacramento

   Monster assist to find and land job the opportunities

   The “most efficient” job-recruiting website nationwide in a survey of 50 recruiters

6. https://jobs.sacramentoworks.org/
   “Sacramento Works is building a dynamic workforce for the Sacramento Region
   by partnering with the workforce community to serve regional
   employment needs.”

   “Where bilingual job-seekers (English and at least one other language) can search
   job listings (by language, location, industry, keywords), post your resume, and
   find job interviewing and resume preparation advice.”

8. www.caljobs.ca.gov
   CalJOBS is the public employment service system of the California Employment
   Development Department (EDD).”

Local jobs in Los Angeles, Sacramento, San Diego, San Francisco, and more.

Great website and source for California jobs


Job listings in the Sacramento area.


“California jobs from newspaper job aggregator Career Builder”


This website provides the most comprehensive and current information available on state job openings and civil service exams.


‘Career Job Journal – Online version of California Job Journal’s print publication that lists jobs mostly in Northern California’

Sacramento County Jobs

1. City of Citrus Heights Jobs
   http://www.citrusheights.net/home/index.asp?page=700

2. City of Elk Grove Jobs
   http://agency.governmentjobs.com/elkgrove/default.cfm

3. City of Folsom Jobs
   http://www.folsom.ca.us/depts/human_resources/jobs/default.asp

4. City of Rancho Cordova Jobs
   http://www.cityofranchocordova.org/Index.aspx?page=259
5. City of Sacramento Jobs
   http://www.cityofsacramento.org/hr/employment/

6. City of West Sacramento Jobs
   http://www.cityofwestsacramento.org/city/depts/hr/employment.asp
REFERENCES


http://www.acces.nysed.gov/vr/supportedemployment/home.html


California Department of Rehabilitation [DOR]. (2010). Ongoing support services.


