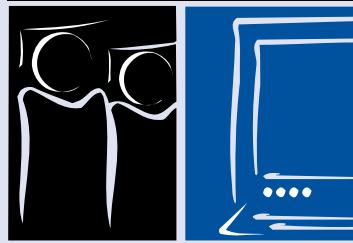


HIGH SCHOOL • HIGH TECH



Program MANUAL

For the High School/High Tech Program

Providing Careers

in Technology


for Youth with

Disabilities



ODEP

Office of Disability
Employment Policy




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the National Collaborative on
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Disability Employment Policy
(Grant Number E-9-4-1-0070).

Information on the
Collaborative can be found at
www.ncwd-youth.info/.

Information about the
Office of Disability Employment
Policy can be found at
www.dol.gov/odep/.

Information is also available at
www.disabilityinfo.gov/,
the comprehensive Federal
website of disability-related
government resources.



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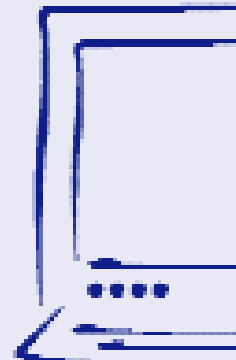
THE OFFICE OF DISABILITY EMPLOYMENT POLICY (ODEP) thanks all of the partners who make High School/High Tech (HS/HT) a reality in their communities, their states, and the nation. Without the tireless work of past, current, and future site operators, HS/HT would not exist. It is clear that the people associated with HS/HT have a generous spirit, like the efforts of Lee Miller in the creation of the first state-wide HS/HT program in Georgia. Not only do they share countless hours with the youth who participate in the programs, they freely share their successes and strategies with anyone interested in HS/HT. Their efforts make this publication come to life.

This Manual is full of materials used by HS/HT programs. A special note of thanks goes to two individuals who have generated processes, forms, and services for numerous years. For almost two decades Dr. Charles McNelly of United Cerebral Palsy, Prince Georges County, Maryland, has toiled on behalf of HS/HT. Many of the forms in this Manual initially came out of his efforts. More recently, Donna Mundy, the State Director of Florida, developed forms and materials for use in her state. Readers will find many examples of tools that can be adapted as a result of her work.

Just as with all successful HS/HT sites, many partners were involved in the creation of this document. ODEP appreciates all of the contributors' hard work and patience in preparing this edition of the Manual. It would be remiss not to acknowledge the work of one team member, Lisa Cuzzo of TransCen, Inc., who worked and reworked numerous drafts of this publication. Without her fortitude these pages would not be complete.

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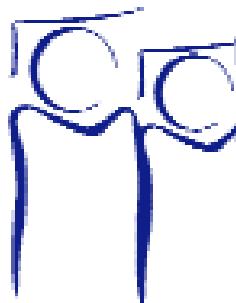
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The forms appearing as a part of the Exhibits in this Manual have been collected from a range of sources, many from current HS/HT programs. There are two important caveats. First, you should always check with your local and state organizations to determine if forms you use in your program conform to their requirements. Second, the contents of these exhibits do not constitute a formal endorsement of the Department of Labor or any other federal agency.



Introduction

History

HIGH SCHOOL/HIGH TECH (HS/HT) STARTED almost two decades ago in Los Angeles, California. This program developed from concerns that too few students, especially those with disabilities, were being prepared for careers in technology-focused industries. Business executives and other local leaders wanted to reach out to students in the early stages of their education to expose them to the skills and knowledge necessary to enter the workforce in technology and science. The Atlantic Richfield Company, with support from the Los Angeles Unified School District, designed America's first technology-focused transition program for young people with disabilities.

Shortly thereafter, in 1986, the program was adopted by the President's Committee on Employment of People with Disabilities (PCEPD). The mission of PCEPD was to facilitate the communication, coordination, and promotion of public and private efforts that enhance the employment of people with disabilities. Building upon this mission and the strong public/private partnership that began in Los Angeles, program leaders developed relationships with large and small businesses, education and nonprofit

organizations, and government agencies. These relationships helped HS/HT grow and expand across the country.

Over the years, HS/HT staff developed the core features of the program, which included job shadowing, site visits, mentoring, and internships – all of which have been identified in transition literature as critical components in programs that help young people transition from school into the working world.

In the late 1990s, HS/HT grew rapidly. Moreover, the initiative's focus shifted from sites with local leadership to sites united by state leadership. The state-based model, first initiated in Georgia, allowed HS/HT programs access to the state-controlled and directed resources they needed to develop and sustain their operations.

In 2001, PCEPD was dissolved and the United States Department of Labor created an assistant secretary-level Office of Disability Employment Policy (ODEP). ODEP's mission is to provide leadership to increase employment opportunities for people with disabilities. Some of the President's Committee's programs, including HS/HT, became part of ODEP's demonstration initiatives.

HS/HT today

HS/HT is a network of state and locally operated programs designed to provide young people with all types of disabilities the opportunity to explore jobs or further education leading to technology-related careers. HS/HT is a community-based partnership with more than 70 programs currently operating across the country. The programs operate year round in a variety of settings: schools, community organizations, businesses, and other locations. Funding for the sites is managed locally and comes from various public and private local, state, and national resources. In order for HS/HT to continue, there must be organization and coordination at the state level.

HS/HT sites strive to deliver four design features: preparatory experiences, connecting activities, work-based experiences, and youth development and leadership activities. These design features, which are further illustrated in the Manual, are supported by research regarding what youth with disabilities need to succeed in adulthood. Programs depend on community involvement and require partnerships between many stakeholders, depending on the dynamics of the locality. HS/HT programs flourish when public/private partnerships develop around the design features. Suggested HS/HT partners include Workforce Investment Boards, Vocational Rehabilitation agencies, school systems, colleges and universities, disability service providers, employers, and families.

ODEP is working closely with the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) to provide technical assistance and support to HS/HT sites nationwide (*see Exhibit 1.1*). The creation of ODEP has opened up new opportunities to develop stronger partnerships that will promote and support HS/HT programs. One of ODEP's responsibilities is to provide technical assistance and support to various youth-serving entities, including One-Stops and Workforce Investment Act (WIA) programs, so that these entities can increase their capacity to serve young people with disabilities.

ODEP plays a key leadership role in promoting collaboration across other federal agencies in order to improve the participation of individuals with disabilities in the workforce. This work supports President George W. Bush's New Freedom Initiative, which places emphasis on improving the lives of youth by expanding access to quality education and improving the high school graduation rates of students with disabilities. As stated in the New Freedom Initiative, the goal of the New Freedom Initiative is to "tear down the remaining barriers to equality that face Americans with disabilities today by increasing access to assistive technologies, expanding educational opportunities, increasing the ability of Americans with disabilities to integrate into the workforce, and promoting increased access into daily community life." The activities associated with HS/HT will substantially contribute to achieving the goals of the President's New Freedom Initiative.

Why this Manual was developed

This Manual was developed for four reasons:

1. To introduce a state-based strategy to build and expand HS/HT across the country.
2. To get new HS/HT programs off the ground. The Manual is NOT intended as a stand-alone cookbook for program success; it simply provides a programmatic shell and implementation suggestions for HS/HT programs. One key ingredient in all HS/HT sites is creativity.
3. To introduce new resources and practices within the existing network of HS/HT sites. Established sites will notice several improvements, among them the standards-based design features and affiliation process.
4. To inform sites as they begin to think about how practice, research, and policy work together to make stronger, more successful programs.

How to use this Manual

This Manual should serve as a primary resource for site operators. It is organized so that all sites, no matter where they are in their development, will be able to find the information and resources they need to grow their initiative. In addition to offering suggestions on how to organize and conduct activities, this Manual provides research and standards-based design features that are attractive to funding sources. Anything in this Manual may be adapted for a site's use. The structure for this Manual is as follows:

- **Chapter 1** introduces HS/HT and describes why it exists.
- **Chapter 2** lays the foundation for the program components and for the documented need for intervention strategies for youth with disabilities.
- **Chapter 3** explains the process of becoming affiliated with the HS/HT network.
- **Chapter 4** provides direction on how to start a new state or local site.
- **Chapter 5** provides a wealth of information on finding financial resources to sustain your site.
- **Chapters 6 through 9** describe the design features for the HS/HT program. The chapter structure for each design feature includes an introduction to the design feature, a description of how to prepare for and implement the design feature component, suggested timelines for implementing the activities, and a listing of exhibits (including a citation of research findings to support the design feature). The design features include
 1. Preparatory experiences
 2. Connecting activities
 3. Work-based experiences
 4. Youth development and leadership activities



“Throughout the HS/HT experience, skills were developed, self-esteem was built, and all was done with pride and dignity.... Florida HS/HT has been a true inspiration to our young adults with disabilities. They are asking questions about college, vocational schools, certification programs, and have started collecting information about the various colleges and exploring what they can accomplish.”

—Madison County, FL

- **Chapter 10** focuses on program evaluation, reporting, and outcomes.
- **Chapter 11** discusses how to market HS/HT to a variety of audiences.
- **Chapter 12** contains a glossary of HS/HT terms.
- **Chapter 13** provides research references and further resources to site operators.

New sites can use this Manual as a map to lay the foundation for development. Existing sites can use the information to strengthen their programs. Throughout this Manual, readers will find legislation and statistics documenting the need for intervention – information helpful in obtaining funding. Enjoy!





EXHIBIT 1.1

The HS/HT Technical Support Team

Office of Disability Employment Policy (ODEP)

The U.S. Department of Labor’s Office of Disability Employment Policy (ODEP) provides national policy leadership to increase employment opportunities for adults and youth with disabilities while striving to eliminate barriers to employment. This charge requires ODEP to work across the board with all agencies of the government. ODEP also informs policy through practice – and herein lies its connection with HS/HT. By having a network of states and localities operating programs based upon common design principles, ODEP is well-positioned to use the lessons learned from practice to make more informed policy recommendations.

If you are interested in learning more about HS/HT, contact:

Jody Wildy, Program Analyst
Office of Disability Employment Policy
Department of Labor
Wildy.Jody@dol.gov
(202) 693-7880

National Collaborative on Workforce and Disability for Youth (NCWD/Youth)

Led by the Institute for Educational Leadership in Washington, DC, the National Collaborative on Workforce and Disability for Youth (NCWD/Youth) provides administrative support and policy guidance to HS/HT through a cooperative agreement with ODEP.

The Collaborative is composed of partner organizations with expertise in disability, education, employment, and workforce development issues. The range of support services NCWD/Youth offers to HS/HT sites includes:

- Customized technical assistance provided by site liaisons;

- Assistance in locating funding resources;
- Guidance on data collection and program evaluation; and
- Support for linking to the workforce and education systems.

By calling the HS/HT hotline, (877) 871-HSHT (4748), sites can access any of these services. If you need specialized information, contact the Collaborative Partners listed below.

Site Liaisons

Site Liaisons have a wealth of information about successful HS/HT programs throughout the country that incorporate promising practices. Through the Collaborative they can also tap into other experts on Workforce Investment Act (WIA) eligibility, Individuals with Disabilities Education Act (IDEA) resources, leadership development, mentoring, and more. *For more information, contact:*

The National Collaborative on
Workforce and Disability/Youth
(877) 871-4748
collaborative@iel.org

Funding Resources

InfoUse, an NCWD/Youth partner, continuously scans public and private grant opportunities. The results are sent to HS/HT sites via monthly program and funding bulletins and funding e-blasts for “hot” new opportunities. InfoUse also maintains and continuously expands a database of foundations that have shown an interest in serving youth with disabilities. *For more information, or to receive a back issue of the bulletin, contact:*

Lewis Kraus
InfoUse
(510) 549-6520
kraus@infouse.com

Tracking Progress

It is essential that data be collected to tell the story of why HS/HT matters. Collecting data is one of our most important supports to the field. The information gleaned from the sites is essential to judging the progress and impact of the program. Without it, HS/HT cannot grow locally, statewide, or nationally.

NCWD/Youth is making it as easy as possible for people to provide the data. All of the data collection forms can be found on the Web site: www.highschoolhightech.net. Data can be entered on a monthly, quarterly, or yearly basis. We strongly encourage you to do so on a monthly basis, as it will help you to track progress in your own organization.

Assistance is available to any group that wants to evaluate its program's progress. A guide has been developed to do self-evaluations based upon a combination of several nationally recognized awards-based programs. The guide is available on the HS/HT Web site at www.highschoolhightech.net. *For further information, contact:*

Lewis Kraus
InfoUse
(510) 549-6520
kraus@infouse.com

Marketing and Connecting to Effective Practices

A variety of HS/HT publications are continuously being developed to help program operators make the connections between HS/HT programs and the workforce and education systems. *For further information, contact:*

Lisa Cuozzo
TransCen, Inc.
(301) 424-2002, ext 228
lcuozzo@transcen.org

Additional Collaborative Support

In addition to the support provided to HS/HT sites, NCWD/Youth is charged with assisting state and local workforce development systems to integrate youth with disabilities into their service strategies. A major activity of NCWD/Youth is to identify and share with the workforce preparation programs with promising practices. This is no small task! The federal government is increasingly calling for scientifically based research as a key requirement for supporting the federal expenditure of funds. This is particularly the case in education and training. NCWD/Youth has developed a framework around which the information is being collected. The core of this framework is based on the Malcolm Baldrige Award process – a Congressionally recognized approach to documenting continuous improvement.

The Collaborative is housed at the Institute for Educational Leadership in Washington, DC. *For further information, contact:*

Joan L. Wills, Director
Center for Workforce Development
Institute for Educational Leadership
1001 Connecticut Ave. NW, Suite 310
Washington, DC 20036
(202) 822-8405, ext 103
(877) 871-0744
willsj@iel.org
www.ncwd-youth.info

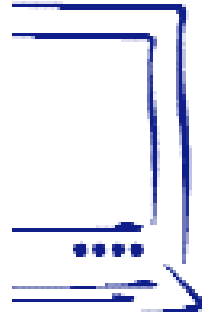




“During the last four years of our HS/HT program, I have not had any students in the program drop out of school. In the overall special education population the dropout rate fluctuates between 25 to 30 percent annually. So there must be some motivation to stay in school for our students, and the only other variable is that they are in High School/High Tech.”

—Andy Weaver
High School/High Tech Coordinator
Muscogee Co. Georgia





Why HS/HT

THROUGH BROAD COLLABORATIONS BETWEEN PUBLIC and private organizations, HS/HT shows it is possible to make a real difference in the lives of youth with disabilities. However, there is still much more to be done to help young people with disabilities enter into high-tech careers. To maximize its impact, HS/HT must substantially expand its effort and focus. To that end, the contents of this Manual are driven by these beliefs:

- Multiple public and private stakeholders must act in concert to alter the conditions that inhibit the opportunities of youth with disabilities from becoming successful in the working world.
- The design of HS/HT programs must be evidence-based and reflective of the effective practices that promote young peoples' personal development and expose them to career options.

Young people with disabilities who strive to become successful in the technology-driven global economy must acquire the knowledge and skills to advance in those careers. Some of those skills include literacy, communication, mathematics, science, problem solving, teamwork, knowledge of computers, and work values.

Why emphasize technology?

Demand for individuals with high-tech skills continues to be high – regardless of the strength of the economy. Because of advances in technology, individuals with disabilities can more readily become members of the workforce. The evolution of computers in the workplace has helped to level the playing field for people with disabilities. Technology that was once uncommon is now commonplace, giving a boost to the productivity of all employees, including those with disabilities.

What exactly constitutes technology? Technology means different things to different people. For some, technology encompasses the computers and electronics that have modernized our society – personal computers, answering machines, voice-mail systems, and the Internet. For others, the term stands for bio-technical and medical research, semi-conductor transmitters, and genetic-based engineering. The term “technology” is not easily defined, and there is no general acceptance of exactly which industries are included in the definition.

For HS/HT, the term “technology” is defined as follows:

The tangible objects of the human designed world (e.g., bridges, automobiles, computers, satellites, medical imaging, devices, drugs, genetically engineered plants) and the systems of which these objects are a part (e.g., transportation, communications, healthcare, food production), as well as the people, infrastructure, and processes required to design, manufacture, operate, and repair the objects. (Adapted from the Committee on Technological Literacy, Technically Speaking, 2002)

In the most recent version of the *Occupational Outlook Handbook* (2001), the Bureau of Labor Statistics (BLS) of the United States Department of Labor lists the occupations projected to have the largest increase in employment between the years 2000 and 2010. Many of those occupations relate to technology as defined above (see *Exhibit 2.1*).

Why focus on youth with disabilities?

Youth with disabilities face difficulties that interfere with their preparation for technology-based careers. Many do not receive a solid education with the strong academic skills needed to succeed in these careers. In addition, many youth with disabilities lack confidence in their abilities to improve their lives — a feeling often reinforced by society, which often has low-expectations of their abilities. To combat these factors, youth with



“I believe it is very important for our society to invest in students who have diverse experiences and different views on life. It’s important to note that public policy cannot be shaped without the programs to support it. The programs are essential in order to achieve the outcomes associated with developing policies that create employment opportunities for individuals with disabilities. These students are the ones who will make our workforce stronger and more competitive in the future.

—Kennedy Space Center Visitor Complex, FL

disabilities need opportunities to be involved in peer groups, settings of high expectations that focus on assets — rather than limitations, and settings in which they feel welcomed and encouraged. Opportunities like these are at the heart of the HS/HT experience and give the program the potential to touch young lives in a powerful way.

A number of facts clearly demonstrate the need to improve transition outcomes for students with disabilities. Consider the following facts that the Council of State Administrators of Vocational Rehabilitation cites from several sources:

- Youth with disabilities, especially those with significant disabilities, often experience poor educational outcomes and bleak prospects for work. Many of them, for instance, have a tough time completing high school. Those who do complete it have a difficult time finding and keeping jobs or enrolling in post-secondary education and completing those programs.
- Students with disabilities have higher drop-out rates than the general population. One of five adults with disabilities has not graduated from high school, compared to fewer than one out of 10 adults without disabilities. Drop-out rates for students with disabilities vary with the nature and significance of the disability. Youth with severe emotional disturbances (57.6%), and youth with learning disabilities (36%), have the highest drop-out rates of all disability groups.
- Students with disabilities have higher rates of incarceration than the general population. More than one in three youths who enter correctional facilities have previously received special education services. Over the past several years, the number of people with disabilities in correctional facilities has risen at over twice the rate of the overall special education population. More than half of all young people with emotional disturbance are arrested at least once within three to five years after leaving school.
- Students with disabilities have low rates of college enrollment. Only 14% of youth with disabilities attend post-secondary school, as compared to 53% in the general population. This is particularly troubling given that post-secondary credentials bring economic

gains in the labor market.

- Only one-third of young people with disabilities who need job training receive such training.
- Some 70% of youth with disabilities nationwide are still unemployed two years after they've graduated.
- Only 26% of working-age adults with disabilities have a job or own their own business.
- People with disabilities are nearly three times more likely than people without disabilities to be living in households with total incomes of \$15,000 or less.

These facts paint a bleak picture for the future of youth with disabilities. But the statistics can be reversed. We know there are solutions. Research, for example, has shown that work experience during high school (paid or unpaid) helps youth with disabilities get jobs at higher wages after they graduate. Also, students who participate in occupational education and special education in integrated settings are more likely to be competitively employed than students who have not participated in such activities. Unfortunately, most young people with disabilities do not have the opportunity to participate in structured high-quality programs designed to help them make informed choices about what careers they may want to pursue.

How legislation supports HS/HT programs

Much has been learned in the past decade about what young people need to know and be able to do to make informed decisions about preparing themselves for the adult world. These lessons have been codified in several pieces of federal legislation. They include the following:

- The *No Child Left Behind* legislation confirms years of research about the need for all youth to achieve high academic standards.
- The *Carl D. Perkins Vocational and Technical Education Act* recognizes the need for all youth to be exposed to career pathways that build bridges between high school and post-secondary education.
- The *Workforce Investment Act* identifies core elements that promote both positive youth development and

occupational preparation.

- The *Individuals with Disabilities Education Act (IDEA)* recognizes the value of exposing youth with disabilities to curricula based on high standards and the importance of helping young people participate in the planning for transition from the protected environment of schools into the adult world.
- The *Vocational Rehabilitation Act* recognizes the value of helping young people make wise choices via high-quality assessments and career counseling.
- The *Developmental Disabilities Act of 1996* recognizes the need for training in the areas of leadership, self-advocacy, and self-determination.
- The *Assistive Technology Act of 1998* encourages consumers (e.g., youth) to become active partners in knowing about, getting, and using devices that meet their needs.

To assist in the implementation of HS/HT, program staff need to know how to tap into the resources available from these federal sources as well as others. For more information on these resources, see Chapters 5 through 9, Chapter 13 for legislative references, and Chapter 11.

HS/HT framework

HS/HT is a network of organizations that has **chosen** to self-affiliate. Many sites are part of larger organizations with different roles and responsibilities within their communities. What ties HS/HT sites together is a set of national, state, and local goals, as well as guiding principles, that define services provided by HS/HT programs.

National goals

The Office of Disability Employment Policy has established a series of national goals for the HS/HT program. These goals include the following:

- To promote effective practices among sites and state, local, and federal policymaking organizations;
- To encourage state-based cooperation among federal, state, and local agencies to promote and sustain the HS/HT program;



“The HS/HT program is wonderful, extremely enriching and motivating to the students.... I am so grateful our students are involved in it.”

—Annie Jackson
Atlanta Public Schools, GA

- To build collaborative partnerships with public and private organizations and employers to promote technology-based careers for young people with all types of disabilities;
- To document the effectiveness of HS/HT sites in improving outcomes for youth with disabilities (e.g., fewer high school dropouts and more youth participating in post-secondary education); and
- To increase the pipeline of qualified young people for the high-tech workplace of tomorrow.

State and local goals

In addition to ODEP’s national goals, HS/HT programs should support the following:

- Ensuring youth with disabilities are exposed to careers in high-demand and high-tech industries by building coalitions and collaborative partnerships among state and local education, workforce development organizations, community-based organizations, and other public and private sector community resources;
- Using the HS/HT design to provide opportunities for school-aged youth with disabilities; and
- Improving education and training outcomes for youth with disabilities.

The four HS/HT design features

A set of guiding principles built upon nearly two decades of experience with HS/HT programs has been refined and expanded based on effective program designs. These include lessons from vocational education student organizations, school-to-career development initiatives, leading IDEA transition services, leadership development initiatives, and guidance and counseling services. The design features are not fully incorporated in all current HS/HT sites, but the intent is to help all sites develop sufficient resources to do so and to expand the number of youth served in current sites, as well as the number of places where HS/HT services are offered.

Any organization within a community can take the lead in managing a HS/HT program, such as a school (traditional or alternative), a nonprofit agency, a workforce training organization, or a center for independent living. The process of deciding which organizations should lead the effort will vary throughout the country. Much will depend upon decisions made by core funding organizations.

The following design features are based upon research on what youth with disabilities can do to best prepare for their future. The research is important because of increasing pressure to invest public dollars only in programs that show reliable results and incorporate effective practices. A comprehensive literature review was conducted to document that these design features are based upon the most effective practices known today. Each design feature chapter includes a synthesis of the literature review.



1. Preparatory experiences

The preparatory experiences design feature includes the activities and services undertaken by the youth while at the program site or collaborating education site. The activities under this category include career assessment, opportunity awareness, and work-readiness skills. These activities and services should be conducted in environments where youth feel accepted and nurtured. This topic is discussed further in Chapter 6.

2. Connecting activities

This feature examines the connecting activities necessary to assist HS/HT participants' transition to their next phase in life — one that will hopefully provide for economic self-sufficiency. The focus is on services and activities requiring support from other organizations, such as tutoring to improve academic performance, mentoring, assistive technology to address accommodation needs, and transportation. Youth participating in HS/HT programs must connect with other agencies as they pursue options in post-secondary education and high-tech careers. This topic is discussed further in Chapter 7.

3. Work-based experiences

Work-based experiences include a range of activities that build up to on-the-job experiences. These experiences include site visits, job shadowing, internships, entrepreneurial ventures, and actual paid employment. In all cases, the lessons learned during the work-based experiences should be reviewed to ensure that youth make a connection between what they are learning in the HS/HT program and what is expected in the working world. This topic is discussed further in Chapter 8.



“The HS/HT program provided us with an outstanding employee. He came to us as an intern and has worked into a full-time employee.”

—Station Manager
WFXL-TV31, Albany, GA

4. Youth development and leadership

Youth development and leadership activities help young people become self-sufficient and productive members of society. The components under this design feature include providing supportive adults, developing independent decision-making skills, encouraging service learning, and promoting the development of self-determination and self-advocacy skills. Each of these elements is interwoven and fostered throughout HS/HT design features. This topic is discussed further in Chapter 9.

In summary

Helping high school students determine their future is a challenging business. Often, students do not know how to plan for what will happen today, let alone after high school or college. The HS/HT program creatively exposes youth with disabilities to technology-focused career opportunities, helping them to better prepare for their futures in a technology-driven society.



EXHIBIT 2.1

Fastest Growing Occupations and Occupations Projected to Have the Largest Increase in Employment between 2000 and 2010

Categorized by Level of Education Required

Long-term on-the-job training

Dental assistant, medical assistant or technician, pharmacy technician, telecommunications line installer

Post-secondary vocational certification

Desktop publisher, respiratory therapy technician, surgical technologist

Associates degree or college certificate

Computer support specialist, medical records and health information technician, occupational therapist assistant, physical therapist assistant, veterinary technician

Bachelor's degree

Computer software engineer (applications), computer software engineer (systems software), database network and computer systems administrator, network systems and data communications analyst

Work experience plus bachelor's or higher degree

Computer and information systems manager, medical and health services manager, public relations manager

Master's or first professional degree

Astronomer, audiologist, biological or medical scientist, chiropractor, computer and information scientist, mental health and substance abuse social worker, optometrist, pharmacist, physical therapist, post-secondary teacher, speech-language pathologist, veterinarian

Source: Bureau of Labor Statistics, US Department of Labor, 2001



Affiliation

WITH THIS EDITION OF THE MANUAL, HS/HT IS introducing a voluntary affiliation based on program standards. The standards were established for the following reasons:

1. To respond to sites asking, “What does it mean to be a HS/HT program?”;
2. To reassure public and private donors that HS/HT sites adhere to a program design based upon the best research and evaluation information available;
3. To strengthen the capacities of professionals and volunteers involved in the programs across the country through the opportunities afforded by affiliation; and
4. To be able to say to all of the involved youth, “We have high expectations for you, and they start by assuring you that we have high standards for ourselves as well.”

Affiliation is a simple, no-cost process by which localities or states join a national network of HS/HT sites that are committed to providing youth with disabilities the opportunity to explore careers that involve technology. This section outlines who is included, the criteria, the purpose, benefits, and process for affiliation.

Who should affiliate?

- Localities that plan to start a HS/HT site;
- Current sites serving youth with disabilities; and
- State-level entities that support the growth and expansion of HS/HT.

There are four HS/HT categories:

- A **pre-operational site** is one in the planning stages that does not currently serve youth. A plan, including timeframes, must be developed to include serving students within the next school, calendar year, or workforce development year.
- A **developing site** is serving students, but is not yet offering all four design features. ODEP recognizes that in some areas it may take time to implement all four design features.
- A **fully developed site** offers all design features to its youth population for a minimum of two years.
- A **reorganizing site** served youth during the previous year, but is not currently serving youth under the HS/HT model for a variety of reasons. The site intends to serve students again.

NOTE: ODEP recognizes that many current sites will need time to fully implement additional design features introduced in this new Program Manual. In order to become a “fully developed site,” a HS/HT program must implement all standards within three years of affiliation. These categories are designed to help local sites strengthen the transition services provided to youth with disabilities, and to help ODEP offer the most responsive technical assistance.

Program eligibility

For a program to become eligible to use the HS/HT name and logo, it must do the following:

1. Provide year-round opportunities for at least two years in each of the four HS/HT design features: preparatory experiences, connecting activities, work-based experiences, and youth development and leadership development (*see Note above*);
2. Agree to document and report the results of program activities on a yearly basis; and
3. Include partnerships with assorted stakeholders including education, Vocational Rehabilitation, Workforce Investment Act providers, youth councils, employers, and community-based organizations.

Participant eligibility

The HS/HT program can help many young people. To be eligible to receive HS/HT services, one must:

1. Be between the ages of 14 and 22; and
2. Have a disability.

Local site standards

1. Serve youth with disabilities. Affiliated sites cannot deny services to participants based solely on type or severity of disability.
2. Provide all four HS/HT design features: preparatory experiences, connecting activities, work-based experiences, and leadership development.
3. Provide annual data on youth enrolled in HS/HT in order to contribute to the overall policy efforts of ODEP. *Refer to Chapter 10 for data collection requirements.*
4. Serve youth for a minimum of two years, which may include interactions with youth following their high school graduation, receipt of a GED or diploma equivalent, and entrance into further education or the work world.

State standards

1. Document and report evidence that youth with any type of disabilities are eligible for program activities;
2. State a commitment to developing HS/HT sites based on the four design features;
3. Participate in annual data collection and policy analysis efforts of sites within the state;
4. Designate a primary contact for the technical assistance center (for effective practices information collection); and
5. Provide support for sites (i.e., assistance with fundraising efforts, resources, and technical assistance).

How to affiliate

Local affiliation: Fill out the annual Request for Local Affiliation form (*see Exhibit 3.1*). Affiliation information should be submitted by August 1 every year.

State affiliation: Fill out the Request for State Affiliation form (*see Exhibit 3.2*). State affiliation information should also be submitted by August 1 every year.

Benefits of affiliation

At the state and local levels, you will have access to resources from ODEP and NCWD/Youth, such as technical assistance, connections to other programs and state coordinators, and enhancement of your site's profile in the community and beyond.

At a policy level, affiliating will help your community and state. ODEP is building a strong network of quality organizations focusing on improving outcomes for youth with disabilities and bringing about a systemic change that will benefit these youth for years to come. Because systems created to benefit youth with disabilities sometimes work against each other, youth with disabilities often fail to do as well as their non-disabled peers – even with additional supports in place. By bringing together activities undertaken by HS/HT sites throughout the country, ODEP will be able to identify effective practices in the field. Studying these practices will lead to better policy recommendations at the national, state, and local levels.



Resources available to affiliated sites

Toll-free help line
(877-871-4748)

Technical assistance

Listserv full of fresh ideas
directly from the field

Website
www.highschoolhightech.net

National Program Manual

Monthly funding and
program bulletin

Funding resource database

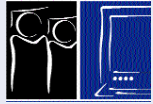
Information briefs

Conferences

Marketing support

Authorized use of
HS/HT logo





Request for Affiliation for Use by Local HS/HT Sites

Date: _____ Site location: _____

Organization administering program: _____

Program operator name and title: _____

Street address: _____

City, State, and Zip: _____

Telephone: _____ Fax: _____

E-mail: _____ Cell phone: _____

Self-identification of site status (check one):

() Pre-operational () Developing Site () Reorganizing Site () Fully Developed

Feature I: Career Preparation

(as outlined in Chapter 6 of Program Manual)	Offer in current year (Yes or No)	If no, indicate planned implementation date	Identify provider of services (i.e., your site or a partnering organization)	If not providing this feature, please check (✓) and explain*
Career assessment				
Opportunity awareness				
Work-readiness skills				

***Comments:**

Feature II: Connecting Activities

(as outlined in Chapter 7 of Program Manual)	Offer in current year (Yes or No)	If no, indicate planned implementation date	Identify provider of services (i.e., your site or a partnering organization)	If not providing this feature, please check (✓) and explain*
Tutoring				
Assistive Technology				
Transportation				
Tapping information & services about the world of work and further education				

***Comments:**

Feature III: Work-Based Experiences

(as outlined in Chapter 8 of Program Manual)	Offer in current year (Yes or No)	If no, indicate planned implementation date	Identify provider of services (i.e., your site or a partnering organization)	If not providing this feature, please check (✓) and explain*
Site visits				
Job shadowing				
Internships (paid and unpaid)				
Optional activities (e.g., entrepreneurships)				

***Comments:**

Feature IV: Leadership Development

(as outlined in Chapter 9 of Program Manual)	Offer in current year (Yes or No)	If no, indicate planned implementation date	Identify provider of services (i.e., your site or a partnering organization)	If not providing this feature, please check (✓) and explain*
Supportive adults				
Personal leadership				
Leadership opportunities				

***Comments:**

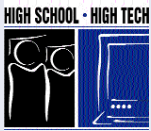
Send this form *each year* by mail, fax, or e-mail to:

Mail: NCWD/Youth
 Attention: HS/HT
 1001 Connecticut Avenue, N.W., Suite 310
 Washington, DC 20036

Fax: (202) 872-4050

Email: collaborative@iel.org

The NCWD/Youth will contact you within thirty (30) days after receipt of this form.



Request for Affiliation for Use by States

Date:	State:
Organization administering program:	
State coordinator name and title:	
Street address:	
City, State, and Zip:	
Telephone:	Fax:
E-mail:	Cell phone:

1. Please list the organizations partnering in the HS/HT program (i.e., education, vocational rehabilitation, developmental disabilities councils, Governor’s committees, state workforce investment boards, state departments of labor, etc.):

2. What state-level entities and sources of funding are used to support local HS/HT sites in the following areas:

Career Preparation Activities – Entities and Funding Sources:
Describe:

Connecting Activities – Entities and Funding Sources:
Describe:

Work-Based Experiences – Entities and Funding Sources:
Describe:

Leadership Development – Entities and Funding Sources:
Describe:

3. How many HS/HT affiliates are located in your state?

_____ Pre-operational

_____ Developing

_____ Fully Developed

_____ Reorganizing

4. What services are provided to local HS/HT sites? (e.g., conferences, leadership forums, linkages with other programs on behalf of people with disabilities such as the Business Leadership Network, etc.):

5. How much staff time (full-time employment) is dedicated to developing and supporting HS/HT programs?

Comments:

Send this form *each year* by mail, fax, or e-mail to:

Mail: NCWD/Youth
Attention: HS/HT
1001 Connecticut Avenue, N.W., Suite 310
Washington, DC 20036

Fax: (202) 872-4050

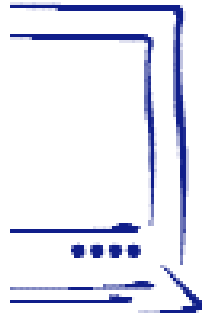
Email: collaborative@iel.org

The NCWD/Youth will contact you within thirty (30) days after receipt of this form.



“The HS/HT program shows that students
with disabilities can be effective students
and can be productive students....
It broadens the horizons of people
who support the students.”

—Director of FL State University
ADA Program



Launching a HS/HT Program

HS/HT PROGRAMS DEPEND ON BUILDING coalitions for three reasons: supporting programs, promoting them, and providing financial and support staff for managing them.

To provide a peer-based program such as HS/HT, a pattern is emerging in communities around the country. The organization that carries the banner of HS/HT acts as broker, or intermediary, tapping into a wide range of stakeholders, each with an interest in improving opportunities for youth with disabilities but unable to do so on their own because they don't have the charter or the right mix of fiscal and human resources. These brokering organizations generate a common charter to do just that. In this chapter, and those that follow, you will find information needed to provide services, promote the program, and support it.

The national level

Several levels of support are required to grow and expand HS/HT. At the national level, ODEP uses its limited resources to help sites build stronger connections to funding sources available in communities that share HS/HT's mission, including WIA, Vocational Rehabilitation, and IDEA. These funding sources will be discussed in the next chapter. ODEP uses data and anecdotes, as well as policy feedback from the field, to develop national level federal and business partnerships.

ODEP considers the growth and expansion of HS/HT to be a priority. Its staff is always looking for ways to strengthen the program at the national level. It is also looking to draw lessons from two states with the most HS/HT sites—Florida and Georgia—so it can help build a deeper and wider infrastructure of support for the overall initiative. In both of these states, the organization designated as the Governor's Committee on Employment of People with Disabilities has played a leading role in supporting HS/HT. In the next few years, it is ODEP's intent to have state-level HS/HT initiatives launched in several more states.

The state and local levels

Much of the work in launching and building a program must be done at the state and local levels. Various state government agencies set policy and allocate the essential resources, both human and fiscal, needed to establish and run a HS/HT program. But there is no lead organization designated to make HS/HT a priority. Many state agencies should have a vested interest in HS/HT's success. The organization that takes the lead to establish a HS/HT program does not need to necessarily manage the effort. It is best to involve a wide range of agencies and organizations at the state and local levels in promoting the development of programs throughout the state. Different strategies work for different organizations.

Many partners need to be involved at the state level to make the program a success. The same holds true for HS/HT programs at the local level. The following four examples show how two state sites and two local sites chose to organize these programs based on the resources in their communities.

These four stories demonstrate the power of HS/HT as a grass-roots network — established from the ground up by individuals, organizations, and agencies. The next section addresses the lessons we can learn from successful HS/HT sites.

continued on page 4-7

Steps in developing a local site

1. Review the HS/HT Program Manual. Think about the needs of your community. How can the HS/HT model leverage the resources that are available in your area? Check with ODEP to see if there is a state-level HS/HT program to which your community can connect.
2. Meet with the appropriate people in your community to determine the steps needed to gain the support of the school system, local employers, WIA providers, and others who should be involved at the local level.
3. Organize a meeting to bring interested parties together to plan how to develop the HS/HT model in your area. Discuss the leadership of your site. Who will be the administrative entity? Will you have an advisory committee? Contact NCWD/Youth if you are interested in having a national representative attend.
4. Develop a plan to provide the design features to youth with disabilities in your community. The plan should include timelines, partners, goals, outcome measures, and funding resources. During this process stay in close contact with partners or local organizations that can provide services to the students and assist with developing funding sources.
5. Submit a self-affiliation request to NCWD/Youth.
6. Recognize the new HS/HT program by holding a kick-off event each year.

The Florida story

In Florida, the HS/HT program is managed by The Able Trust, created by the Florida Legislature in 1990 (F§ 413.615). The Florida Endowment Foundation for Vocational Rehabilitation, the Trust's parent organization, is a 501(c)(3) non-profit public/private partnership whose goal is to help Floridians with disabilities get jobs. The Able Trust gets its funding from a perpetual endowment, grants, gifts, and support from the public and corporate sectors. The Able Trust supports a diversity of projects, including on-the-job coaching, job skills training, job development, employer outreach, ADA facility compliance, skills evaluation, and programs leading to employment. HS/HT is one of its signature programs. The Able Trust now issues Requests for Proposals (RFPs) to launch HS/HT sites, but it assumes that local sites will find additional dollars to support the program (see Exhibit 5.1).

The State of Florida recognizes that some students who are entitled to services while in school will be ineligible for adult services once they leave school. To prepare these students for a successful transition into the workforce or to pursue higher education, HS/HT provides extra guidance and support. The state coordinator forms state-level partnerships and solicits funds to benefit the local sites. Some state-level partnerships include the Division of Vocational Rehabilitation Services, the State Workforce Investment Board, Florida State University, the University of Florida, The Able Trust, and other large state-level employers. Though each site operates independently, several local-level partners are required, further building the state-level partnerships. These include local Workforce Investment Boards, School Boards, Chambers of Commerce, local two- or four-year colleges or universities, Economic Development Councils, and local businesses.

The Florida HS/HT sites are run through different entities, including public schools, foundations, Centers for Independent Living, Goodwill Industries, and community-based organizations. Each site has a paid full- or part-time project coordinator responsible for ensuring that the mission of HS/HT is met. The state coordinator, contracted through The Able Trust, travels extensively throughout the state, providing hands-on technical assistance and guidance, while also developing additional partnerships. Each site follows a general plan, but is encouraged to develop its own unique partners. The assumption is, however, that sites will remain committed to the understanding that HS/HT in Florida works because it's a student-driven program. This individuality allows each site to take "ownership" of its own project.



The Georgia story

In 1997, the Georgia Committee on Employment of People with Disabilities (The Committee), a non-profit 501(c)(3) corporation, took the lead to build a comprehensive program of career development, education, training, leadership, and growth for people with disabilities. The Committee has responsibility for managing the Business Leadership Network and the Youth Leadership Forum, but it also recognized that these services were not enough to meet the needs of youth with disabilities. The Committee learned of HS/HT and implemented the program with a new approach. Existing sites in other states were limited to perhaps one city within that state. The opportunities to create a new system, using existing resources at the state and local levels, were compelling. The Committee put together a “statewide/grass roots” structure and began organizing individual HS/HT sites throughout the state. It marshaled existing resources from several state agencies, including the Departments of Labor, Education, and Human Resources; the Division of Rehabilitation Services; the Governor’s Council on Developmental Disabilities; and others.

In the beginning years of HS/HT, the Committee wrote grants, developed funding sources, and allocated funds among various sites according to their activities and needs. The Committee continues to provide general assistance to these programs and recruits businesses for them. It also offers training, guidance, leadership, program planning, liaison, and linkages with partners. The program specifically targets students from minority, unserved, and underserved populations. In 2002, the Committee was able to transfer the administrative and program support functions to one of the key state partners, the Department of Labor, and thus helped institutionalize HS/HT, granting the program its rightful recognition. As this Manual goes to press, 25 sites in the state of Georgia are flourishing due to this innovative approach of building a comprehensive set of strategies to meet the needs of youth with disabilities.

The “backbone” of support for the Georgia sites comes from Vocational Rehabilitation staff in the various communities. Regional Initiative Coordinators help develop local programs and internships and provide the coordination and linkages among the local agencies involved in each site. A key feature in the Georgia sites is that school credit is given for participation in some HS/HT programs -- students receive a Carnegie credit for their participation. A statewide curriculum is being developed, funded by the Department of Education and earmarked funds from the Georgia legislature.



The Montgomery County, Virginia story

The Montgomery County (VA) HS/HT program began in 1998, through the collaborative efforts of the local National Weather Service office, the Virginia Tech Corporate Research Center (CRC), and Montgomery County (VA) Public Schools (MCPS). The following year, a representative of the Department of Rehabilitative Services (DRS) joined the partnership. These entities serve as the “governing board” for the program.

In the first year, the program focused on the summer internship component and successfully enlisted the involvement of 13 companies at the CRC. These companies agreed to provide paid internships for at least one student per company in the summer of 1999, a unique feature of the program. Students also participated in tours of high-tech companies at the CRC. The first kick-off event was held in June 1999.

The company’s commitment to the program is still a source of pride. So far, 12 to 14 companies have provided intern positions each summer. After the first year, the program expanded its focus to include workshops with titles such as Orientation to HS/HT, Accessing Supports on a College Campus, Developing Leadership Skills, Resume Writing, and Job Readiness/Interviewing Skills. The number of student participants grew from 13 in 1998-1999 to 24 during the 2001-2002 school year.

Financial support for the program has come from various sources. In the fall of 1998, the National Oceanic and Atmospheric

Administration (NOAA) provided \$10,000 in start-up funds. This money, along with significant in-kind support, sustained the program for more than two years. When the money ran out, the partners approached the Blacksburg-Christiansburg Rotary Club for a contribution. In the fall of 2000, the Rotary gave the program \$1,000, which helped fund the kick-off banquet that school year. That same year, a funding committee was established to explore possible funding sources. The MCPS grant writer, along with the MCPS transition coordinator, agreed to respond to two different requests for proposals in the hopes of winning at least one grant. As it turned out, both proposals were awarded! The Virginia Business Education Partnership awarded the site a one-year grant for \$28,000 that ran from June 2001 to June 2002. The Virginia Board for People with Disabilities granted the group a two-year grant for \$40,000, which is now in its second year of funding. The grants are managed by the program coordinator, with the Virginia Tech Foundation serving as the fiscal agent.

Significant in-kind contributions sustain this program. MCPS provides staff to assist with program activities. The lead transition coordinator for MCPS manages the day-to-day operations of HS/HT for 10 months each year. The salary of the program coordinator, who monitors the summer internship and coordinates the program, also comes from grant funds. The school system also provides transportation for students to workshops, aides to assist some

students during the workshops, and assistance in funding the kick-off banquet. Two other transition coordinators support student involvement in the four high schools in the county.

In addition to offering support staff to manage the grant funds, the president of the Virginia Tech Corporate Research Center also promotes the program to companies on the CRC campus and to the community. The CRC office serves as the liaison to the business community. DRS staff assists in facilitating workshops as well as providing career guidance and counseling. Representatives from New River Community College, Radford University, and Virginia Tech assist with certain workshops and participate in transition planning for the students who are involved with HS/HT. These individuals work closely with the transition coordinators at the local high schools to provide transition linkages and support.

Though small, the Montgomery County HS/HT program has demonstrated its strength through the community support that keeps this program alive. As a result, over 90% of the seniors who participated in HS/HT in 2001-2002 have gone on to enroll in higher education. At least five of the students who served as summer interns have gotten full-time jobs at the companies that hired them as interns. Company supervisors report that student interns are competent and well received by the staff. The program has made a positive contribution to the lives of young adults with disabilities in Montgomery County, Virginia.

The Cedar Rapids and Iowa City, Iowa story

The Iowa HS/HT program is offered through the partnership of the Grant Wood Area Education Agency and Goodwill Industries of Southeast Iowa, along with the school districts, businesses, vocational rehabilitation, and higher education institutions. The Grant Wood Area Education Agency, the lead agency for the HS/HT program, is an intermediate education agency that provides educational supports and services to 33 public schools and 37 private schools in seven east-central Iowa counties. Its 480 staff members provide direct instruction and consultation services to more than 9,000 students with disabilities, teachers, and families.

Goodwill Industries, a community-based rehabilitation agency, provides employment services to adults with disabilities. The vision of the Iowa HS/HT program is that “students with disabilities will contribute their talents to the technological workplace.” Based on that vision, the program’s mission is to “assist students with disabilities in identifying a high-tech career preference and accessing post-secondary education/training in their desired high-tech field.”

The program helps students identify and develop career goals, exposes them to career options in the high-tech industries, and gives them real-life experiences through site visits, job shadowing, and internships. It also gives students the opportunity to build their resumes and community connections. One unique feature of this site is a three-day summer camp held at a community college for students with and without disabilities. At the camp, students participate in various technical activities such as graphic arts design, logo design, Web page design, and much more.

Initiated in 1997-98, the Iowa HS/HT program site in Cedar Rapids was the first such program in the Midwest. The program expanded to Iowa City in 1999. In its first year, 19 students from five high schools participated in 10 site visits, 21 took advantage of job-shadowing opportunities, and three went on to internships. Five out of six students went on to post-secondary education. By the program’s fifth year, 111 students participated in 357 site visits, 53 job-shadowing opportunities, and 11 internships. Over the past five years, 61% of the HS/HT students who graduated from high school pursued a post-secondary education. To date, 70% of the students are still enrolled in college, 15% have received a degree, and 13% have dropped out. Two percent were not located.

The program was launched with a three-year outreach grant of \$139,000 per year from the U. S. Department of Education’s Office of Special Education Programs. The grant was extended another three years through a second federal grant totaling \$150,000 per year. A steering committee helped put together the initial grant application and helps guide the program today. It is comprised of an area education agency, vocational rehabilitation groups, educators, community service agencies, the community college, and local advocacy groups.

The program is staffed with a part-time director, a part-time “College Preparation” coordinator, a part-time specialist from the area education agency, a part-time services coordinator; and two full-time specialists at Goodwill. More than 80 businesses and government agencies in Linn, Johnson, and Benton Counties participate in the program. The HS/HT business partners represent a wide array of industries including telecommunications, engineering, graphics, biology, medicine, finance, education, and manufacturing.

How to begin the process

One challenge HS/HT sites face in starting up is how to get support from multiple stakeholders. The first issue leaders must address is how to engage others in the process. At both the state and local levels, a key question is whether having a dedicated advisory council or a stand-alone organization with a separate governing body to manage the work is desirable. Having an advisory council is not required for the purpose of national affiliation, but those with such councils in place tend to use their members to support the program and offer connections to key stakeholders. Advisory council membership should include both governmental and non-governmental organizations, and there should be a structured way to ensure that both families and youth (consumers) have a voice in the advisory process.

It takes time to build an advisory council. One to three people should form the core group to help launch the council. Ideally, those key individuals should take at least four months to solicit interest and hold meetings to devise a strategy and develop business plans. The core group can identify potential members and their roles.

Table 4.1 outlines some potential groups to approach for participation in a HS/HT advisory group. Begin the *Supporting Information* section by finding out what organizations exist in the state or in the local community. Develop a list of appropriate persons to contact. For organizations such as school districts, start with the “top” (the superintendent, or designee) to find out whom he or she considers to be the appropriate liaison or primary contact for this initiative. Also, collect as much information as possible about each organization from brochures, Web sites, and other sources. Use the information in the *Who Will Contact* section as a checklist when deciding who will contact the individuals within those organizations.



“Students with disabilities who are interested in pursuing careers in science, mathematics, or other technical fields can ensure their success with the CAST program (Career Advancement in Science and Technology) – a program tailored to meet the needs of post-high school graduates with disabilities. With collaborative partnerships between colleges, universities, and businesses, FSU Human Resources seeks to forge a relationship with various local, state, and national agencies as well as local and state businesses.”

–Florida State University

Consider both personal and professional relationships to ensure you get a “Yes!” answer. Before approaching a potential member for the advisory group, consider the benefits both to that potential member and to the HS/HT program. Materials throughout this Manual can help frame a “benefits for all” discussion.

Table 4.2 is a set of activities that may need to be addressed by an advisory council. These activities are not listed sequentially; in fact, you may find yourself working on several simultaneously. While it is true that staff can easily do some of these activities without consultation with others, the buy-in and collaboration of advisory council members is important. In addition to meeting three to four times a year, let everyone know that individual council members may be called upon for specific tasks between meetings.



TABLE 4.1

Establishing an Advisory Council

Stakeholder group	Possible sources for membership	Supporting information	Who will contact?
Employers	Business Leadership Networks (BLN) • Local Chambers of Commerce • Chapters of American Society of Training and Development (ASTD) and/or Society of Human Resource Managers (SHRM) • Employers involved in youth council for the local Workforce Investment Board (WIB) • Industry associations (e.g., IT, Manufacturing) • Employers involved in School-to-Work partnerships • Rotary Clubs and other business groups, etc. <i>(See Chapter 13 for more information about these organizations.)</i>		
Disability Community	Vocational Rehabilitation advisory groups • Centers for Independent Living • Developmental disabilities groups • Service organizations serving various forms of disabilities • Youth leadership groups • HS/HT students		
Workforce Development Organizations	Workforce Investment Boards (WIB) • Youth councils • One-Stop Centers • Rehabilitation organizations • Social Security Income (SSI) offices • Employer networks		
K-12 Education	Representative(s) of state or local education agencies: Superintendents or designees • Secondary vocational education teachers • Special needs coordinators • Transition coordinators, etc.		
Post-Secondary Educational Institutions	College and university offices of disability support services • Admissions officers • Technical training school representatives • IT instructors, etc. • Vocational educators		
Family	Parent education and training centers • Parents of HS/HT youth		
Community Leaders	Mayors offices • Elected officials • Local foundations • Community-based organizations, etc.		



TABLE 4.2

Role of Advisory Council

Activity	Sources	Who is responsible	Results
Determine potential pool of eligible youth by collecting and analyzing demographic data.	State Census and Labor Statistics Offices or other organizations responsible for profiling a state • Schools • WIA • VR	Staff or advisory council member(s) who know(s) how to collect and analyze this all-important data.	Advisory council reviews and determines who will receive highest priority.
Determine similar programs that are currently available for this age group of youth with disabilities.	Schools • Independent Living Centers • Youth services providers • Others	Advisory council member(s) who know(s) how to lead a program resource mapping effort.	Advisory council brings program representatives together to present the HS/HT design and discuss how current programs can incorporate HS/HT or become service partners.
Determine sources of funds available (begin with the possible).	Foundations • VR • IDEEA • WIA • DD • Governor's Committees • State Departments of Education • Employers	Advisory council member(s) who can contribute or locate information on fiscal resources available in state and locality for HS/HT age group and services as part of the resource mapping effort.	Advisory council identifies and prioritizes the funding sources that can most realistically support HS/HT.
Determine fiscal agent.	Review all current providers of related services to find the "best match."	Advisory council subgroup to set core expectations for the fiscal agents who are sufficiently flexible, including reporting requirements and procurement rules that are not burdensome.	Advisory council selects the fiscal agent.
Establish goals, measurable outcomes, and timelines for achieving them.	The suggested goals in Chapter 2 can be used to start the discussion but the goals need to be "owned" by the local community. The measurable outcomes need to include outcomes for each of the four HS/HT design features and outcomes requirements of funding sources.	One or more persons on the advisory council who take the lead on developing a goal/outcome grid for review and acceptance by council.	There is agreement on a collection process that includes consumer surveys. A continuous improvement process includes revisiting program goals based upon outcome data and youth feedback.
Assist in marketing of HS/HT program.	Review suggestions in Chapter 10 to begin a marketing plan for your program. Hold a kick-off or open house each year to create increased public awareness of your program and generate support and contacts.	HS/HT staff and/or marketing advisory subgroup comprised of key stakeholders – including HS/HT youth.	An enhanced network of contacts, publicity, and possible fiscal support is established.
Develop business plan and budget.	See Chapter 5, Table 5.1, business resources, etc.	Core group and/or advisory council subgroup.	A comprehensive business plan and budget for building the HS/HT site is developed.
Approve business plan and budget.	N/A	All advisory council members.	A firm foundation on which to build the HS/HT site is established.
Establish a feedback loop to report progress on the goals, outcomes, and resource management of the program.	HS/HT Program Manual, HS/HT evaluation framework (under development).	Continuous improvement subgroup of advisory council.	A continuous improvement process will ensure the growth and stability of the HS/HT site.
Review and endorse the fiscal and human resource plan.	N/A	Staff and/or advisory council, as determined by the site.	Plan goes into action.



EXHIBIT 4.1

Supporting research: Collaboration

COLLABORATIVE EFFORTS THAT FOCUS ON TRANSITIONING youth to productive adult lives, and those that offer interventions supporting the transition, have the potential to greatly improve post-secondary outcomes for all youth. Meeting the challenge of advancing youth into real careers that offer self-supporting wages requires the involvement of a host of stakeholders and the availability of community resources (Everson, 1995; Rachal, 1995). Successful work-based experiences for youth depend heavily on stakeholders to become central players within the local workforce. Stakeholders include youth development or workforce preparation organizations, business-related organizations, employers, youth with disabilities and their families, state and local agencies, higher education institutions, parent centers, consumer and advocacy organizations, and transition specialists in schools.

Collaborative efforts are key strategies for creating systemic change in human services, education, government, and community agencies. Collaboration and teamwork provide stakeholders the opportunity to engage in meaningful interaction (Dettmer, Thurston, & Dyck, 1993). Each individual in the group can build on the strengths of others. In this way, the community benefits much more so than it would from just the individual efforts of the partner organizations. “By working together – collaborating – each partner organization can work smarter, share important information, build a collective set of resources, and keep its focus on youth” (Stasz, 1998). Collaborative efforts can address the real issues of shrinking resources; the complex needs of families, workers, and communities; and currently fragmented services.

There are many fundamental elements necessary for a well-organized, successful collaboration. Mattessich and Monsey (1992) define six essentials, further explained below, that make collaborations effective: environment, membership, process/structure, communication, vision, and resources.

1. **Environment** – There is a history of collaboration or cooperation in the community, favorable political/social climate, strong local leadership, a convergence of needs/public opinion/legislative priorities/agency readiness, and a catalytic or galvanizing event.
2. **Membership** – Both providers and consumers of services are represented. There is mutual respect and understanding, trust and the ability to compromise.
3. **Process/structure** – Collaborating groups must be careful not to create new bureaucracies. Instead, structures and processes should be designed to facilitate information exchange, participatory decision making, and resource allocation. The group must be flexible in organizing itself to accomplish tasks and adapting to change. Clear roles, responsibilities, and policies must be established in the early stages of group development.
4. **Communication** – Good communication is the key to effective collaboration. Communication within collaborative groups must be open and frequent, through both formal and informal channels, as well as, culturally sensitive and reflective of different communication styles.
5. **Vision** – Collaborative partners should have a shared vision of what they are trying to achieve, with agreed-upon mission, objectives, and strategies. This vision or purpose should be unique to the group, overlapping but not duplicating the missions of individual organizations. A shared vision with concrete, attainable goals for accomplishing the vision spurs on collaborative efforts and sustains momentum.
6. **Resources** – Financial and human resources are essential for effective collaboration. Financial resources may include those resources (funds, technology, facilities, and training) that collaborating partner organizations can contribute and those the

group obtains from outside sources. Human resources may include skilled group discussion facilitators, committed leaders, and the best mix of knowledge, skills, abilities, and contacts among individual members.

Source: <http://ericacvoe.org/docgen.asp?tbl=pab&ID=71>

Many agencies and organizations exist for serving youth with disabilities. Many of them, however, overlap in services, reflect unwieldy bureaucracies, and have a maze of conflicting requirements (Guthrie & Guthrie, 1991). The involvement of so many programs and agencies can make it hard for the group to remain cohesive and effective. Although many stakeholder groups want similar outcomes for youth, they have, in many instances, been operating in isolation or even in competition, with each other. To make sure youth with disabilities receive the services they need, there must be extensive collaboration among agencies so a system can be developed that will integrate services and pool resources and costs (Johnson, 2000).

Numerous studies report problems addressing the transition needs of youth with disabilities through interagency collaboration and cooperation. The studies were conducted by the following: Furney & Salembier, 1999; Guy & Schriener, 1997; Hanline & Halvorsen, 1989; Hasazi et al., 1999; Johnson, 2000; Johnson, Bruininks & Thurlow, 1987; Johnson & Sharpe, 2000; Johnson, Sharpe & Stodden 2000; Johnson, McGrew, Bloomberg, Bruininks, & Lin, 1997; Stodden & Boone, 1987. The studies report the following problems: (a) lack of shared student information across agencies; (b) lack of follow-up data on program recipients that could be used to improve service efficiency and effectiveness; (c) lack of adequate attention in IEPs to all aspects of adult living (i.e., transportation, health services); (d) lack of systematic transition planning with the adult agencies responsible for post-secondary service needs; (e) deficient interagency agreements; (f) difficulties in predicting needed post-secondary services; (g) minimized role of parents and students in decision making and transition planning; and (h) inefficient and ineffective management practices for establishing interagency teams. Despite these ongoing problems, the studies report interagency collaboration and services coordination must continue as a major

strategy to address the transition needs of youth with disabilities.

Gaining the interest and commitment of stakeholder groups to engage with the workforce development system can also be challenging. Coordination of collaborative effort is a necessity. Such connections require strategic and continuous planning. These challenges can be eased by working through third-party brokers or intermediaries (Miller, 2001). Intermediaries can help build constructive collaborations among employers, educators, youth development program personnel, and families so that young people with disabilities have access to quality work-based learning experiences. Linking with an intermediary can ensure the quality and impact of local efforts and promote policies to sustain effective work-based learning practices, along with providing youth with disabilities access to a wider range of learning experiences and career development services within the community (Mooney & Crane, 2002). In other words, the research tells us that collaboration, though difficult to develop and sustain, is absolutely essential.

There is a growing body of evidence that organizations that serve as brokers or intermediaries play critical roles in communities to promote collaboration (Jobs for the Future, 2002.) The current round of ODEP's pilot projects is also showing the value of supporting intermediaries to help improve outcomes for youth with disabilities. In many ways, HS/HT programs have been doing just that for some time by bridging in-school activities with the world of work and beyond. Overall, intermediaries can foster relationships with multiple stakeholders to create a comprehensive system of quality improvement based on the promotion of mutually beneficial outcomes.





EXHIBIT 4.2

Steps to Create and Sustain Collaborative Relationships

Visualize results

- Decide criteria for membership
- Invite participation
- Get to know one another
- Disclose self-interests
- Share knowledge
- Meet the needs of all members
- Develop shared mission statements, goals, and objectives

Empower the effort

- Resolve conflict, clarify issues, and explore resolutions using a conflict resolution process
- Determine roles and staffing
- Secure resources
- Establish decision-making protocol and communications plan

Assure success

- Establish an action plan
- Develop collaborative work habits

- Determine accountability
- Alter procedures and policies when needed
- Continuously evaluate the effort
- Adapt to meet new needs

Provide continuity

- Make the collaboration visible – publicize and promote results
- Engage the community – invite participation from youth groups, businesses, grassroots community organizations, etc.
- Sustain the effort by securing diverse funding, reassessing the mission and vision, and involving new members.

Adapted from: Winer, Michael and Ray, Karen. Collaboration handbook: Creating, sustaining and enjoying the journey. St. Paul, MN: Amherst H. Wilder Foundation, 1994.

Available online:
www.opc.on.ca/beststart/pract_prod/Alliance_paper/chapter_5.html



Memorandum of Understanding Checklist

Item	Question to answer	Sample wording	Explanation
Parties to the agreement	Who are the participants in the partnership?	"This Memorandum of Understanding is between:"	Use the proper title of each organization, company or institution in the group, not the names or titles of divisions or the people representing it. One of the common mistakes with MOUs is to put the name of non-legal entities as parties to the agreement.
The dates	What are the dates that the memorandum takes effect/ceases?	"The Memorandum of Understanding commences on (insert date) and terminates on (insert event* or date)"	* e.g. acceptance of Final Report by xyz"
The Project title	What is the full name of the project?	"The title of the project is ___ hereafter referred to as 'the Project' or (insert shortened form)."	State the actual full name of the project, not an acronym or shortened form.
Project definition	What are the project objectives, the intended outcomes, and outputs?	"The Project objectives, outcomes, and outputs are: (a) Objectives (list) (b) Outcomes (list) (c) Outputs (list)"	Restate the definition in the primary letter of agreement. If the project is complex, make this letter an appendix to the Memorandum.
Obligations of the parties	Within the project, what are the obligations of each party and by what date?	"Each party to this Memorandum has agreed to undertake the following obligations: (a) Party A has agreed to (insert tasks) (b) Party B has agreed to (insert tasks)"	"Obligations" means those tasks each participant has agreed to do. In some cases, that will be to undertake research or provide funds; in other cases to provide an "in-kind" contribution.
Project management structure	Who will manage the project? Is there an advisory committee? Who is the chairperson? Who are the committee members? What are their powers (supervisory, decision making)? (Optional) How often do they meet? Where/how? Who provides administrative services? Who is responsible for preparing minutes, distributing papers?	"The project will be managed by...." "There will be an advisory committee comprising..." "The role and responsibilities of the steering committee will be...."	Name the project manager
The Budget	Who gets paid what? If there are in-kind contributions, spell them out. What is the duration of these contributions — six months from the start-up date (specify) or for the life of the project? What functions or services do the payments or budget allocations cover?	"XYZ Institute of 123 will be paid \$ ___ for the administration of the project, etc." or "ABC Department of Training will make an in-kind contribution of one officer on a .5 basis per week for six months from the commencement of the project." or "ZZZ Vocational Institute will provide an office, two dedicated telephone lines, and a computer for the exclusive use of the project."	Apportionment of the allocated budget is determined by the project manager in consultation with the steering committee.

Memorandum of Understanding Checklist *(continued)*

Item	Question to answer	Sample wording	Explanation
Schedule of payments	When will payments be made? What do recipients do to activate a payment?	Specify the project outputs and milestones. "30 days after delivery of an acceptable YYY." "Payment will be made on production of a valid tax Invoice."	Payments will usually be linked to the achievement of milestones in an acceptable manner and production of adequate documentation and invoices.
Subcontracting	If some project work is to be subcontracted, who is responsible for the subcontractor? If there is a subcontract, what are the financial arrangements?	"AAA (one of the parties) is responsible for XY&Z. They may subcontract XY&Z but they remain responsible for XY&Z."	If it is known at the commencement of the project which tasks will be subcontracted, details should be inserted. Subsequent subcontracting decisions (what to subcontract, to whom and on what terms) will be determined by the steering committee and will be overseen by the project manager.
Contact persons	Who are the designated contact persons within each organization?	"Parties must have at all times one nominated person who is the contact person for the project and an obligation to advise all other parties immediately of any changes."	Insert the name, address, telephone, fax, e-mail, Web site of relevant officers, organizations.

Motherhood clauses – use as required.

Intellectual property	Who owns the intellectual property generated by the project?	"All intellectual property generated by the project will be in the ownership of ABC."	ABC will claim ownership of all generated intellectual property. However, care should be taken where IP (such as proprietary software) is licensed in for the project, as there may be restrictions on use and on rights of ownership.
Record keeping	What records will be kept? To whom will they be available?	"The project manager must ensure adequate records are kept with respect to the project, to enable the project to meet auditing and reporting requirements."	Each project needs to meet the record keeping and reporting requirements set down for the project.
Reporting requirements	To whom? How often?		As provided in the Project Brief.
Confidentiality non-disclosure	Is it advisable to ask the parties to promise not to use or pass on sensitive information obtained in the course of the project?	See the "Confidentiality, Ethics, Disclosure, Transparency" section of the Manual.	
Conflict of interest	Are there any potential conflicts of interest between the parties?	"A party must notify the other parties if performance of their obligations would put them in conflict with obligations to third parties."	It is important that any conflicts are disclosed and made transparent.

Warning clauses – for use as required

Dispute resolution	How do you propose to resolve any disagreements that arise?	"Any dispute which arises will be resolved by...."	Spell out the process.
Indemnity	Indemnity, liability, insurance		Must align with primary agreement and local regulations.

Adapted from: www.flexiblelearning.net.au/project_management/mou_checklist.doc



Finding Fiscal and Human Resources

HS/HT DOES NOT HAVE A GUARANTEED SOURCE of funding, nor is this projected for the future. Getting the programs up and running requires development of strong partnerships with secondary and post-secondary educational institutions as well as workforce development organizations (e.g. vocational rehabilitation and WIA youth service providers), business organizations, and parent and youth leadership networks. These relationships may be able to provide sustained funding from federal and state resources. Public funds are tight and often too constraining to meet the needs of HS/HT programs.

To build and sustain a HS/HT program, operators must be creative. Budgets differ from site to site. There are no hard and fast rules related to funding, since a great deal depends on the way the programs are run. The following information regarding costs involved in supporting youth-related activities, based on experiences from multiple sites, is provided as a benchmark. The student cost for one year of program participation ranges between \$1,500 and \$2,000, not including stipends for internships. This cost-per-student range assumes the following:

1. The youth meet once or twice a month for organized activities such as speakers, site visits, and leadership

development activities, but more frequently for experiences such as computer training.

2. Individualized plans, based upon career interests, are established, monitored, and updated. They can, in some cases, be included in a young person's formal transition plan required under IDEA.
3. A liaison develops site visits at post-secondary institutions, establishes contacts, and maintains connections with employers during the time of unpaid or paid internships, and systematically feeds back to appropriate "in-program" education and training personnel such as the HS/HT computer lab manager.
4. Students have access to a technology laboratory where they are exposed to computers, such as in schools, post-secondary institutions, One-Stop Centers, or youth service organizations.
5. Assistive technology and transportation supports are provided as necessary.

Access to staff support is as important as the dollars. When preparing a budget, keep in mind in-kind contributions. Many organizations approached for funding may have little discretionary funds to spare, but may be willing to provide staff support.

Having staff provided by in-kind contributions can reduce the cost of running some programs. A substantial portion of the budget listed in Table 5.1, for instance, is already available in most communities through sources that can be blended or braided together to support a high-quality transitional HS/HT program. (*Braided funding does not require mixing of funds or loss of control by partner organizations. Each entity maintains its funding streams and the broker makes sure that each partner covers the agreed upon expenses.*) A trusted broker (the HS/HT coordinator) can find resources from various sources and use them in many different ways. Why? The HS/HT program operator knows key laws, state and/or local policies related to the implementation of those laws, and the “Who’s Who” list of decision makers at the local and state levels.

A good portion of HS/HT’s needs could be met if organizations allocated their time to help out. That’s not to say the multi-source funding strategy will cover

all expenses, but by first going through the exercise of identifying current resources and programs while jointly exploring slight modifications among current resource allocations, much can be accomplished. Experience from many of the current sites suggests that travel costs for students to conferences, recreational activities, and site visits are not easily obtained from traditional government resources, so anticipate the need for some fundraising from the community and foundations – no matter what.

Funding strategies

Whether you are seeking government or private funding, one key rule prevails: You must pay attention to the donor’s mission, rules, and focus.

Government

Some key pieces of federal legislation establish and provide support and services to youth with disabilities.

TABLE 5.1

Putting a Budget Together

FUNCTION	AMOUNT/ IN-KIND	POTENTIAL SOURCES
Personnel (coordinator, guidance/ assessment counseling, mentorship management, technical training, e.g. computer training)		
Site rental (may include technology lab)		
Supplies and food for events		
Assistive supports and reasonable accommodations as necessary		
Transportation (site visits, transportation to worksites, plus staff travel)		
Curriculum development (e.g., math, science, self-advocacy and leadership)		
Liability insurance		
Stipends for students		

○ However, fitting the pieces of different resources together requires trust and creativity. Each has a different purpose, supports different services, and imposes different eligibility requirements. Even the definitions of youth vary (see Chapter 12). Tables 5.2 and 5.3 will help sort this all out. Table 5.2 outlines the services provided by the four key HS/HT elements. Table 5.3 lays out youth eligibility in selected programs and services. Details of services available under these and other Acts can be found in Chapter 13.

○ Table 5.2 in no way reflects the complex nuances contained in each of the sources. The fact that all the boxes are checked under the Connecting Activities design feature would lead you to believe that much of the funding is being funneled to such services. However, the charter within each of those pieces of legislation varies substantially in terms of responsibilities and eligibility. For example, the WIA legislation has two key purposes: it provides direction and governance tools for the states and localities to build a comprehensive workforce development system; and it also has a limited amount of program funds targeted for at-risk youth. The table also shows that HS/HT is on the right track – it is addressing nationally recognized needs of a vulnerable population.

○ These core pieces of federal programs represent only one type of funds that have been, and can be, used to help launch a site.

Private funding resources

○ There are four primary ways to secure private sector funding to support HS/HT programs: through independent private foundations, community foundations, corporate philanthropy, and service clubs. A search on the Internet for funding organizations like the Foundation Center (see box), and HS/HT's own Web site of public and private donors will turn up many surprising leads.

Independent private foundations

○ These are non-governmental, nonprofit organizations with a principle fund or endowment. The foundation is managed by its own trustees and directors to maintain or increase charitable, educational, religious, or other activities serving the public good. An

Tech-Now's funding success

In the spring of 2001, Tech-Now took 40 students for a site visit to an active fossil dig in cooperation with the Sam Noble Oklahoma Natural History Museum located on the Oklahoma University campus in Norman. The students spent three days and two nights working with museum curators and graduate students exploring many aspects of archeology.

This activity was made possible with a five-year grant from the Oklahoma Developmental Disabilities Council (ODDC). The grant process required Tech-Now to be persistent. The ODDC rejected all of the initial applications and sent back a list of questions and requests to all who applied. Rick DeRenneaux, project director of Tech-Now, answered all of the questions and supplied them with the information that was needed. "I think a lot of the other applicants gave up after the first round of questions," Rick said. "We just stuck with it."

Tech-Now received this grant through collaboration with seven local school districts. They formed a partnership with the special service directors at the district level to coordinate application for the grant. The special service director is the point person in the school district who handles all paperwork, testing, and transition information for any student with special needs.

Like most site coordinators, Rick struggles with finding time for fundraising. But he hopes the ties with local educators and universities will help the Tech-Now project find another source of funding when the ODDC grant expires in two years. He wants to be able to demonstrate HS/HT to corporate philanthropists and private foundations by using his skills in video, CD-ROM, and graphic arts. He says, "Potential funders have to know more about HS/HT than just what they read in a letter. They have to listen, see, and experience what these kids are doing for themselves."

Tech-Now is likely to continue its success if it uses the skills developed in the ODDC grant process: persistence and leveraging relationships.

TABLE 5.2

HS/HT Design Features				
	Preparatory Experiences	Connecting Activities	Work-based Experience	Leadership Development
Developmental Disability		X		X
IDEA	X	X	X	X
Ticket to Work	X	X		
WIA	X	X	X	X
Vocational Education	X	X	X	X
Vocational Rehabilitation	X	X		
Assistive Tech.		X		

TABLE 5.3

Age Requirements of Various Programs						
Age	14	16	18	19	21	22
HS/HT	Eligibility starts					Eligibility ends
IDEA Note: Eligibility can start as early as birth but for transition services age is 14	Transition planning can start	Transition plans required			Services end	
WIA	Services start – local programs	Eligible for Job Corps	Eligible youth ages 18-21 may be concurrently enrolled in adult and youth activities		Eligibility for most youth services end	Note: End of eligibility for Job Corps is age 24
Ticket to Work	Can receive and use ticket for employment-related services					
TANF	Eligibility as minor child ends			Eligibility continues if 18 but not yet 19 and is a student		
Vocational Rehabilitation – No firm legislative age trigger	Vocational assessment, guidance, and counseling services			Generally available additional services post-high school		

See Chapter 13 (Services Tables)

independent private foundation makes grants, most often to other nonprofit organizations.

Community foundations

Community foundations provide funding for a defined geographic area. They pool the resources of many donors and also provide a venue to assist smaller foundations in managing their assets and allocating their funds.

Community foundations usually have a broad scope and local community focus. Funding is usually granted based on the needs of the local community, which can evolve over time, creating a change in the types of programs that are awarded grants.

Corporate philanthropy

Corporate philanthropy is of particular importance to HS/HT sites since the initiative is strongly tied with

corporations and high-tech companies. Trends in corporate giving show that philanthropic programs are increasingly relying on employee committees and local executives to make decisions. Getting to know the local business leaders who might be interested in working with your site as an employer may lead to a contact for funding.

There are two ways in which a company or corporation makes contributions to nonprofit programs: through a separate company foundation or through company-sponsored giving programs. Corporate foundations are funded by corporate allocations to the foundation to carry out grant making. The foundation is usually set up as a separate but affiliated organization and may or may not be located at a site within the corporation. Company-sponsored foundations are separate legal entities that maintain close ties with the parent company. Their

Tech-Link's success with foundation funding

WHAT STARTED OUT AS A SMALL IDEA BACK IN 1992 became a very successful partnership between the HS/HT program of Pittsburgh (Tech-Link) and Mitsubishi Electric America Foundation. It all began when a representative of Mitsubishi in Pittsburgh called together a group of local community members from industry, government, and education to talk about the HS/HT program he had learned about on his trip to California.

John Bernard was one of the people asked to attend the meeting as a member of a board of directors being formed. Now the retired executive director of Tech-Link of Pittsburgh Inc., John was then a representative of the Office of Vocational Rehabilitation. He recalls meetings spent struggling to get started. A lot of time was spent trying to establish a structure. What direction should their program take? How would they choose the activities? Who would take the lead of this group of unpaid volunteers? Fortunately, one of the board members who worked at Westinghouse pushed the group to move forward.

A site visit to Westinghouse's Nuclear Power Division was scheduled as a test. The board of directors

gathered together interested students and planned a visit to the facility that included job shadowing and a tour of the operation. Afterward, they conducted a survey of the students and parents who participated and found that the activity was of great value. Due to the positive feedback, the group scheduled more activities. A formal structure was established and they decided to incorporate. John Bernard was chosen to be the executive director.

According to John, the Tech-Link program was so successful because it had strong local relationships in place at the program's inception. When asked how other HS/HT sites might emulate his success, he says, "One thing I would stress is to get business and community involved. Many of them know each other and they will be your best source of free public relations, mentoring, financing, and can act as a centerpiece to your planning." He also suggests getting foundations on your side as they have access to a lot of resources. There are no short cuts or magic formulas. "The key is to establish relationships. People have to know you and trust you for them to contribute their time or money to your cause."

giving usually reflects company interests and they must follow the laws and regulations for private foundations, including filing an annual Form 990-PF with the IRS.

Service clubs or civic organizations

Service clubs or local civic organizations provide community support as well as philanthropy. Often, this philanthropy includes providing funding support to local community programs as well as scholarships and other grants. Scan your community to find clubs and service organizations in your area such as Civitan International, the Elks of the United States, Jaycees, Kiwanis International, Lions Clubs International, and Rotary International.

The search for private funding sources

Start your search by selecting the subjects, geographic limitations, and types of support needed by your HS/HT program. When searching by subject, search listings that have expressed an interest in funding

programs in a specific field, such as secondary education, technology, youth, or workforce development. To do a geographic search, start with a geographic listing of donors that support programs in your city, state, or region. Although some give nationally and even internationally, most funding sources limit their giving to specific geographic areas. When searching by type of support, search for grants that focus on providing funds for your type of project, such as building/capital improvement, seed money, general operating support, or program-specific support. The HS/HT funding resource database, the Internet, and the HS/HT funding and program bulletins are tools available to assist you in your search.

HS/HT funding resource database

You can locate the funding database by visiting www.highschoolhightech.net. Click on “Funding” to locate the searchable database of private and public donors. These private donors and public grant announcements have been pre-screened for applicability to HS/HT sites. The private donor

The Foundation Center

To help nonprofit organizations succeed, the Foundation Center has a free, online course that provides step-by-step instruction. Access the short course at <http://fdncenter.org/learn/short-course/prop1.html>. The course begins with an introduction that describes the role the funding proposal plays in the overall process of cultivating corporate and foundation donors. The main components of a quality proposal are discussed in two parts.

For additional help in working with foundations, see the Foundation Center’s “Foundations Today” tutorial. You’ll get a broad overview of how foundations operate, learn their common practices, and see

trends in philanthropy that can assist you in your approach to a foundation. In the learning lab section of the Web site, the tutorial can be reached directly with this link: http://fdncenter.org/learn/classroom/ft_tutorial/index.html.

Other topics addressed in the course are: gathering background information, how to craft the executive summary, statement of need, project description, budget, organization information, and conclusion. The course also provides helpful advice and accepted industry practices. Knowing when to use a letter format versus a full-scale proposal can make or break your organization’s chance for receiving a grant. Navigating

these and other funding proposal norms and the contents of a good letter proposal are all addressed in this online course. Although the Foundation Center has staff to provide training and guidance for the library materials at five locations throughout the United States, the online training resources are available 24 hours per day and are accessible to anyone via the Internet. You can find more of the Center’s resources by visiting <http://fdncenter.org>. Choose the Virtual Classroom from the Learning Lab drop down menu.



database is searchable by name or geographic area and is pictured here for your reference.

Since your program must rely heavily on funding from grant sources, writing a solid funding proposal is imperative. Once you have written a successful grant application, use relevant portions as a template for other grants.

The Internet

Aside from the pre-selected foundations and corporations, there are a number of different information sources and resources for nonprofit organizations on the Internet. Many foundations have e-mail newsletters to which you can subscribe to receive periodic updates and breaking news on philanthropy. For a list of various nonprofit resource Web sites that may be helpful in your search for funding, see Chapter 13.

HS/HT program and funding resource bulletin

Each month, NCWD/Youth produces a bulletin of funding information to share with all HS/HT sites. Key purposes of the monthly bulletin are to provide the latest information on funding opportunities and public grant offerings, to offer tips on grant or foundation proposal writing, to profile successes and innovations in fundraising, and to inform sites about significant initiative news and announcements. Foundations that may be interested in funding the HS/HT initiative are described each month. Visit www.highschoolhightech.net.

Securing funding

Once you have defined your strategy and feel ready to start contacting funders, step back to consider the best approach to the grant proposal process.

The approach

Start out by limiting the funding sources you approach to those who are most likely to award a grant to your organization. Create a prospect list based on your organization's needs and strategy. Search the HS/HT donor database as well as your local network of contacts to develop a list of possible funders. Consider

The screenshot shows a web interface for searching funders. At the top, there are navigation links: Home, Funding, Library, Forum, and Manual. Below these is a logo for 'HIGH SCHOOL - HIGH TECH' and a sub-menu with links: Home, Coordinator's Corner, Contacts, and Privacy and Security. The main heading is 'Search HS/HT Private and Public Funders'. Underneath, there are two search sections. The first is 'Search Private Funders by:' with a 'Funder Name' text input field and a 'Geographical Focus' dropdown menu. The dropdown menu is open, showing a list of states and territories: National, Alabama, Alaska, Arizona, Arkansas, California, and Colorado. Below this is a 'Search Private Funders' button. The second section is 'Search Public Funders by:' with a 'Current/Archive' dropdown menu set to 'Select a Record Status' and a 'Search Public Funders' button.

donors by looking at their descriptions and funding track record. For the prospect list, include foundations that have supported projects similar to yours and award the type of support you need. Make sure they are located in your geographic area or that they will award grants in your area.

The grant proposal

Proposal writing is just one step in the grant seeking process — and it's not necessarily the most important one. The proposal communicates in words the case you have built for your program. By the time you reach this step in the process, you will need to have fully developed your program or project goals and you should have researched and cultivated appropriate donors for your program. Governmental Request for Proposals (RFPs) and Solicitation for Grant Applications (SGAs) outline the areas that must be covered in the grant and rate the importance of each with a percentage value. When you write a grant, make sure that you have covered each and every area identified.

Here is a sample outline of a grant proposal for private sector donors.

- A. *Executive Summary:* Summarize your request.
- B. *Introduction:* Describe your organization's qualifications and credibility.
- C. *Statement of Need:* Document the needs or the problems to be solved (use materials available in this Manual and add as many local statistics and context possible).
- D. *Objectives (sometimes referred to as Goals and Outcomes):* Establish the benefits of the project in quantitative terms.
- E. *Methods:* Describe the activities you'll use to achieve your goals.
- F. *Evaluation:* Present a plan to determine the outcome of your efforts.
- G. *Future Funding:*
 1. Plan for continuation beyond the grant period.
 2. Check out availability of other resources.
- H. *Budget:* Specify costs to be met by the grant, including in-kind, if any.



“Sites will want to avoid applying for grants without tailoring the description of their service offering to the specifications in the funding announcement. Don't try to give a general response to the RFP in the hope that your program can address the problem in a broad sense. Don't be afraid to respond with a creative, specific idea that will solve the problem with your organization's unique qualifications and experience.”

—Margaret Morone, executive director of The Work Resource Center in Cincinnati (and the organization's High School/High Tech program)

Favorable grantee characteristics

One of the first things grant makers (governmental and private) will notice is the fit or match of the grant seeker with their organization's mission. A grant reviewer will immediately reject any proposal that is not in line with the funding mission. Other criteria that interest donors include:

1. The organization should be well known in its community and address an existing need.
2. There should be a history of funding by other sources, governmental or private.
3. The organization should demonstrate responsible fiscal management.
4. There should be a strong board of directors/ advisory council.
5. There should be a cadre of committed volunteers.
6. The staff should be competent.
7. The budget should be realistic and well-planned.

Common reasons why private sector proposals are declined

When crafting your grant proposal, it is helpful to know as much as possible about the grant making criteria. According to the Fundraising School at Indiana University, some of the most frequently cited reasons private sector proposals are rejected are:

- The project hasn't been documented properly.
- The project doesn't strike the reviewer as significant; statement of the project doesn't interest him or her.
- The prospective client groups have not been involved in planning and determining project goals.
- The proposal is poorly written, hard to understand.
- The proposal objectives do not match the objectives of the funding source.
- The proposal budget is not within the range of funding available through the funding agency.
- The proposed project has not been coordinated with other individuals and organizations working in the same area.
- The funding source has not been made aware that those individuals submitting the proposal are able to carry out what is proposed; not enough substantiating evidence is provided.
- Project objectives are too ambitious in scope.
- The proposal writer did not follow guidelines provided by the funding agency.
- There is insufficient evidence that the project can sustain itself beyond the life of the grant.
- The evaluation procedure is inadequate.

(These private sector lessons are applicable when responding to governmental grants as well.)



Sample RFP – Florida High School/High Tech Centers

This Request for Proposal (RFP) is being issued by The Able Trust and is aimed at existing Florida not-for-profit 501(c)(3) organizations, associations, and agencies that provide Florida citizens with disabilities with employment and education-related services.

PURPOSE: The purpose of the RFP is to broaden and expand the High School/High Tech (HS/HT) Program, a transition program to motivate and prepare high school students with disabilities for college, jobs, and careers. The goal of HS/HT is to help high school students prepare and advance in post-secondary education or vocational training. This goal is accomplished through a comprehensive program whose elements include, but are not limited to, career counseling, coursework counseling, college visits, internships, mentoring with professionals, corporate site visits, and job shadowing that provide exposure to technology for Florida high school students with disabilities.

GEOGRAPHICAL SCOPE: All counties in the state of Florida are eligible.

TYPES OF DISABILITIES SERVED: These projects will serve students with physical, sensory, learning, and other disabilities. It is a goal of HS/HT to have students with a mixture of disabilities interacting with each other within the group activities of the program. As such, it is expected that each project will actively reach out to students with diverse disabilities and actively solicit them to join the program, and that the program will not be dominated by any one disability. It is anticipated that a program will be no more than 50% of any one type of disability. Those programs without a variety of students at the three-months mark will be required to develop and implement a plan of action to engage a wider variety of students. Students will become clients of Vocational Rehabilitation Services (VRS) or Division of Blind Services (DBS) during the grant year, and apply for any other services for which they are eligible.

Age Served: It is expected that the projects will serve high school students with disabilities and that within the grant year approximately 80% of seniors served will graduate from high school.

AMOUNT OF ASSISTANCE: It is anticipated that at least two to three new HS/HT sites will be chosen, providing funding in the amount ranging from \$20,000 - \$50,000.

ELIGIBILITY CRITERIA: Any established, Florida based, non-profit corporation, agency, organization, or association that has been granted exemption from federal income tax under Section 501(c)(3) of the IRS Tax Code is eligible to submit a proposal for review.

CONTRACT SERVICE DATES: The awarded contracts will be from August 19, 2002 until July 31, 2003. This RFP is a one-time start-up funding for HS/HT sites. The State Coordinator will work in collaboration with Site Directors to research potential future funding sources and establish a plan of future funding for the projects.

PROJECT REQUIREMENTS: HS/HT is an initiative of the U.S. Department of Labor, Office of Disability Employment Policy, and is duplicated in 28 states. Its purpose is to encourage students to pursue careers in the technical fields of science, mathematics, engineering, and technology, but does not exclude projects related to the arts or artistic experience. Each HS/HT center will be similar in terms of goals, but will vary depending upon the types and nature of technology and resources available in that particular community/geographic region.

It is anticipated that created programs will, at a minimum

- Motivate students with physical, sensory, or learning disabilities in grades 9-12 in the regular diploma program to pursue their interest and potential in science, math, engineering, or technology
- Encourage those interested in technology-related careers to aim for college and degrees in their chosen field
- Provide students with appropriate college and career planning information and guidance
- Provide employers with a potential source of educated, qualified employees

- Provide a peer mentoring program to students who have completed high school and are entering college or a university.

Specific learning experiences would be provided, including, but not limited to

- College and university visits – either campus visits or recruiter-led classroom presentations discussing the post-secondary education experience and resources of the educational facility
- Corporate site visits – laboratories, manufacturing plants, and other high-tech sites
- Job shadowing – students observing professionals at work
- Workshops – guest speakers from professional technical associations and centers providing technical career information and life experience sharing
- Disability awareness workshops – providing information about the Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), etc.
- Paid summer internships – placing students in a six-week internship environment

Due to the diverse regions of Florida, which include highly urbanized areas and rural farmlands, it is anticipated that HS/HT centers will be created serving both large and small groups of students. Those sites with ten (10) or fewer students will employ a part time Project Director. Those sites with twenty (20) or more will employ a full time Project Director. On the cover sheet of the proposal there should be a statement indicating whether the request is for a full time or part time project.

ORIENTATION AND KICK-OFF: Site Directors agree to participate in an orientation to be scheduled at the beginning of the contract award. During this orientation, standard progress report forms will be distributed and basic standards for internships, mentorships, and the creation of a business advisory council will be reviewed with awarded Site Directors from around the state, the State Coordinator, and the Director of Grants Program from The Able Trust. Site Directors will organize a kick-off event for their program. This program will be planned in cooperation

with the State Coordinator, Donna Mundy. This program will bring together students, parents, school principals, teachers, business leaders, and area technology representatives to celebrate the start of this exciting program. The kick-off event must be scheduled and completed within 90 days from the start date of the contract.

RESTRICTIONS:

- Proposals may not include a request for the purchase of a vehicle.
- Proposals may not include a request for the purchase of real property or building improvements.
- Proposals may not include requests for fellowships or scholarships.

Agencies are expected to be proactive in efforts to hire qualified persons with a disability to fill any position created by foundation grant monies. The Agency's effort to be proactive in this area will be taken into consideration during review of future grant applications.

PROJECT OUTCOMES: Providers awarded a grant contract will be expected to collect and provide data on the following: number of students in the program, number of students obtaining an internship, number of students graduating from high school and/or advancing to the next grade level, number of student offered acceptance into college /vocational technical centers, student satisfaction surveys and developed data from mentorship program, college visits, college follow-ups, business led presentations and other data unique to the awarded program.

Performance outcomes will depend upon the individual High School/High Tech sites awarded a contract. Because collaborative agencies and organizations are encouraged to utilize local facilities and work with local businesses involved in technology, each site will have individual goals and performance measurements in addition to the broad standard measures provided above. Applicants are urged to investigate what technical expertise is available at their own local level and develop that resource into a major component of their program.

DUE DATE OF PROPOSAL: Proposals must be received no later than 5:00 p.m. on July 15, 2002. Proposals received after the due date and time will not be considered and will not be returned. Proposals

received via facsimile will not be accepted. This ITN may be duplicated and additional copies may be requested from The Able Trust until 5:00 p.m. on July 8, 2001. Additionally this ITN is available on The Able Trust Web site, www.abletrust.org.

DATE OF AWARD: Award selection will be made by July 31, 2002. All respondents will be notified of their status by mail. Please do not telephone regarding the status of your proposal.

All contracts must be signed and returned to The Able Trust no later than 45 days after the award. The Project Director must be hired and the program begun no later than 45 days after the start date of the contract.

There will be no extensions on the start date of the program.

Projects may not begin until the first disbursement of funds has been received. One half of awarded funds will be disbursed upon submission of documentation that the project is ready to begin. The remainder will be disbursed at the project's six-month period, unless otherwise requested and approved in writing.

REPORTING REQUIREMENTS: The awarded agency must submit monthly progress reports by the 10th of each month. These monthly progress reports will document the activities and accomplishments of each prior month.

Additionally, quarterly fiscal reports are due no later than November 10, 2002; February 10, 2003; May 10, 2003; and July 10, 2003 with Final Accounting Receipts due August 31, 2003. All progress reports will include supplemental materials such as copies of receipts, invoices, salary paid, photographs, and other listed materials. A sample progress report will be provided upon grant award.

Representatives of The Able Trust and/or the State Coordinator will perform on-site visits, both scheduled and unannounced. The Able Trust staff and the State Coordinator will be invited to all public events including kick-offs, award presentations etc.

The Project Director or key staff person of the awarded agency shall maintain verbal communications and/or e-mail contact with The Able Trust staff and the State Coordinator regarding the project successes and

problems in a timely manner.

PROPOSAL FORM AND CONTENT: The six-page proposal should be paper-clipped together. There should be one original signature copy of the proposal and six copies. DO NOT send in the proposal in plastic cover sheets, binders, or with colored materials. DO NOT send in six copies of supplemental materials

Proposal Cover Sheet –

The cover sheet should include:

- Name of the organization
- Address
- Telephone number
- Fax number
- Contact person's name
- IRS employer identification number
- Total amount requested
- Total project cost
- Cost per student involved in the project
- Number of students with disabilities in the targeted school district/county
- A statement as to whether the project is full time or part time.

The cover sheet should contain two signatures

- Organization's Executive Director (or school principal or School Board Director)
- A non-salaried officer of the organization's Board of Directors.

PROPOSAL NARRATIVE: The narrative CANNOT exceed four pages and should include the following information:

Brief History of the Organization – Provide a brief but complete history of your organization. Information provided should include all names that the organization has used in the past and information on current corporate affiliations. You must answer the following question directly: "Is your agency a primary corporate entity, a subsidiary of or otherwise associated with any other agency, corporation, service provider, etc.?" If your answer is YES, you must provide an explanation of all such relationships.

Mission of the Organization – List your "Official Mission Statement" and explain how the proposed project fits within the statement.

Area and Population Served by the Organization – List the

types of disabilities and areas (specific targeted school/city/county) to be served by the proposed project.

Why – Please explain how the requesting organization became aware of the HS/HT program and why it is important for the requesting organization to be a provider of such services for the upcoming grant year. This should be no longer than five sentences.

Project Plan and Description – Describe EXACTLY what you plan to do and how you plan to do it. You should include any innovative concepts that you will use to reach your goals. If you receive a contract, you must strictly follow the plan presented in this section unless otherwise approved, in writing, by The Able Trust.

Expected Project Outcome – State your goals and how you will measure project success. Specifically list the number of students expected to participate in the program and address how the applicant will measure and evaluate required outcomes outlined on page three (3).

Amount Requested/Total Project Cost – State the amount requested and total project costs for your proposed project. Amount requested is defined as the total amount of funds that you wish The Able Trust to provide. Total Project Cost is defined as the total cost of the project including funds to be provided by The Able Trust, by your organization and any other funding sources that you may identify in your proposal.

Other Sources of Funding – List all other expected sources of funding for the project. Include the name of the source and the amount you expect them to contribute. If your organization is awarded a contract, documentation must be provided confirming the availability of all other sources of funding before The Able Trust will release funds.

Budget Page – Provide a line-item budget for the entire project, including items to be provided by other sources or in-kind. You should provide a brief description of each line item, amount to be provided by each funding source, and total budgeted amount. Budget amounts for internal overhead expenses should be reasonable and necessary for the completion of the project. If you are awarded a contract by The Able Trust, you must strictly follow the budget outline provided in your original proposal unless otherwise

approved, in writing. Documentation is required of all grant fund expenditures.

Be sure to include in the project budget expenditures for the audit and insurance requirements if not already provided by the applicant.

Travel for the Site Director Orientation, to area laboratories, to manufacturing sites, and other field trips should be projected in the proposed budget. Background checks on individuals working with the students are also required and the cost should be in the proposed budget.

Supplemental Material – The following supplemental material must also be submitted with your proposal and is in addition to the six-page proposal:

- Copy of IRS 501(c)(3) designation.
- Copy of most recent financial audit or financial statements.
- Copy of most recent annual report.
- List of current Board of Directors with addresses and phone numbers.
- Letters of support from local businesses, government agencies, or other service providers. In particular, you should include letters of support from those collaborating with you on the project or providing additional funding for the project. There should at minimum one (1) letter of reference from a high school principal, school district superintendent, or other administrative authority responsible for the education of students with disabilities.
- A minimum of two (2) competitive cost quotes for any single budget line item costing in excess of \$300. Cost quotes must be prepared by the company providing the equipment or service, on a form or stationery customarily used by such company, and must be signed by a company representative.
- Copy of adequate liability insurance coverage on a comprehensive basis; this coverage shall be in force at all times during the term of this Agreement. If the Provider is a county or municipality, it must furnish written verification of liability coverage in accordance with Section 768.28, Florida Statutes.



Design Feature I – Preparatory Experience

THIS CHAPTER DESCRIBES PREPARATORY EXPERIENCES within the HS/HT program. The term “preparatory experiences” is used to capture the “home” or “school-based” activities the program needs to undertake to help youth become prepared for a successful future in high-tech careers or post-secondary education institutions. It includes the core activities of career assessments (formal and informal), introduces the concept of opportunity awareness (guest speakers, informational interviews, research-based activities, community mapping, exposures to post-secondary education) and work-readiness skills (soft-skills development, computer competency, and job search skills). This chapter serves as the starting point for your program — a place from which to grow.

Component 1: Career assessment

Career assessment is the process through which students define and explore career options that are compatible with their personal goals, interests, and abilities. It is a key step in a continuous process to help young people make informed choices about their future. HS/HT program operators must collect information regarding the young person’s likes, dislikes, responses to specific environmental conditions, interpersonal relations, skills and abilities, and personality traits. The

career assessment process differs for each student. Due to different learning styles, cultural differences, language barriers, academic difficulties and other challenges, HS/HT program operators should rely on three basic approaches to help young people prepare for their future: formal assessments, work-based learning (see Chapter 8), and informal assessments.

Formal (standardized) assessments are those that are typically administered, scored, and interpreted only by those trained to do so, *e.g.*, *psychologist, vocational evaluator, etc.* (see Exhibit 6.2).

It is not the intention of this Manual to purport that HS/HT program operators *perform* formal assessments, but rather to recognize the value in reviewing formal assessment results. This chapter is intended to help program operators be aware that formal assessments exist, appreciate that results from these assessments can provide valuable information for career planning purposes, but recognize that informal and work-based assessment strategies are most appropriate for the HS/HT setting. It is also to remind HS/HT program operators to be cognizant of the fact that young people with disabilities tend to be assessed with great regularity during their education, which may, in turn, cause them to react negatively to additional assessments.

Informal assessments include, but are not limited to online inventories, interviews with youth and family, and career portfolios. They are typically conducted in unstructured settings to help individuals improve their performance and identify possible learning difficulties. The HS/HT program operator may gather information about the young person by interviewing the youth or family members, observing the youth in class, and reviewing records and other formal assessment results. Often, information gathered during informal assessments leads to referrals for formal assessments and becomes part of the formal assessment record when preparing comprehensive reports or career profiles. HS/HT program operators can get additional information about the person's interests, skills, and abilities by conducting the following informal career assessment activities.

The following are some suggested informal assessment activities for HS/HT programs:

1. **Create generic interest surveys** and structured interviews using questions and prompts such as the following to obtain information about participants:

- List three occupations of interest.
- What do you see yourself doing after high school?
- List two jobs at which you think you could succeed.
- What skills would you like to learn while still in school?
- What do you do in your free time?

2. **Use rating scales** to assess school and work performance. For the purpose of the HS/HT program, these questions might be in the areas of employment, independent living, and personal/work-related skills. Rating scales might include a self-assessment where the young person assesses his or her skills independently. Alternatively, a parent/guardian or other appropriate representative (such as a teacher) may be asked to complete a short form with a list of specific questions about the young person's performance in other environments. Rating scales can be purchased commercially or can be easily developed by program operators. Consider targeted areas such as:

- Attendance and punctuality
 - ___ Misses less than 3 days per quarter
 - ___ Misses 4-5 days per quarter
 - ___ Misses 6-7 days per quarter
 - ___ Misses 8-9 days per quarter
- Communication skills
 - ___ Freely expresses thoughts and needs
 - ___ Expresses thoughts and needs with prompts
 - ___ Experiences difficulty expressing thoughts and needs
- Initiation
 - ___ Seeks out work as needed without needing to be asked
 - ___ Will do extra work if asked; asks questions to clarify
 - ___ Completes duties as assigned without prompting
 - ___ Requires prompts to move to next task assignment
- Quality of work
 - ___ Displays consistent quality of work; independently spots and corrects mistakes
 - ___ Displays consistent quality of work; usually does not spot errors
 - ___ Displays inconsistent quality of work

3. **Consider creating informal work samples** to discover pre-existing knowledge (or present levels of performance) in the following areas:

- Computer operations such as word processing, spreadsheets, and PowerPoint;
- Math skills and technical writing; and
- Ability to follow tasks requiring multiple-step directions.

4. **Notice environmental conditions** when engaging participants in activities, noting under what conditions they work best. For instance, does the young person prefer and/or perform best when:

- In a group or alone?
- In a noisy or quiet environment?
- Receiving visual (written) or auditory (spoken) directions?

- In a fast pace or more relaxed pace?
- Completing routine or varied multiple tasks?

5. **Use the Internet** for career-related, interest, and personality assessments. HS/HT program operators should preview all Web sites prior to use by program participants in order to determine the value, time needed for administration, etc., as some will be more useful and relevant than others. When deemed appropriate, these assessments are not only convenient and fun, but also provide for computer and technology-related learning experiences and observation of a young person’s computer or keyboarding skills (see *Exhibit 6.3*).

6. Consider disability-related accommodation needs. Some young people with disabilities may require specific accommodations in order to generate accurate assessment results. Some questions to consider during the career assessment process include:

- Does the student have the physical and/or sensory abilities to perform the tasks? If not, what modifications are needed to enable the student to perform the tasks? If needed, are the modifications readily available, and if not, how long will it take to develop them?
- How should instruction be delivered, or is the purpose to learn more about how the individual learns best? Is the use of picture cues, lists, or other such items needed? If so, are these already in place or will they need to be developed during the course of the assessment?
- Has an accommodation been documented in the young person’s Individualized Education Plan, Individualized Transition Plan, 504 Plan, Individualized Plan for Employment, etc. (if necessary)?

Component 2: Opportunity awareness

Opportunity awareness is the process of exposing young people with disabilities to information about the job market, job-related skills, education levels, work environment, and overall culture of specific occupations. HS/HT activities are structured so that young people begin to see technology-focused careers as true options. The following is meant to give HS/HT program operators a head start in thinking creatively.

The following are some suggested opportunity awareness activities for HS/HT programs:

1. **Guest speakers** are an important part of the HS/HT year-round program. They can offer participants specific information about high-tech careers, guidance in planning future goals, or a chance to discuss the skills necessary for future success. The range of guest speakers and topics is limited only by the interests of the audience and the creativity of the program operator. Guest speaker workshops or presentations can be held in various sites — at the local high school, university, a worksite, or other community location. You may be able to get additional support for this program by extending invitations to family members and guardians.

- Incorporate a wide variety of speakers, including, but not limited to high-tech professionals with and without disabilities; disability support service representatives from the local college; representatives from area universities, community colleges, and technology training institutes; recent HS/HT graduates; and representatives from business and industry. Your local Chamber of Commerce or other business organizations involved in promoting business/education partnerships may have a speaker’s bureau from which you can select.

- Include a wide variety of topics, including marketable technology skills, technology careers, work ethics, success stories, tips for your first internship or job, how to talk to a supervisor, discussing a disability with an employer, asking for reasonable accommodation in the workplace, benefits planning, finding financial aid, setting attainable goals, the value of internships (both paid and unpaid), study skills, computer literacy, motivation, resume writing, and independent living.

Create obtainable goals and objectives for each guest speaker event

1. The primary goal of this event is...
2. The learning objectives (for HS/HT program participants) are...
3. The expected outcome of this event is...
4. The intended audience is...
5. As a follow-up, I will...
6. As a follow-up, HS/HT participants will...

- Brief your speakers on disability etiquette. For example, speak to the person and not an interpreter, if shaking hands with one young person shake hands with all young people, etc. (See Exhibit 6.4 for additional suggestions.)

2. **Informational interviews** are one of the best sources for gathering information about what’s happening in an occupation or an industry. Young people can initiate an informational interview by contacting professionals working in that field and asking questions about the career. The purpose is to obtain career information, not to get a job. (See Exhibits 6.5 and 6.6 for more information.)

TOP 5 REASONS TO CONDUCT INFORMATIONAL INTERVIEWS:

1. Explore careers, clarify career goals, and identify career strengths and needs
2. Discover unadvertised opportunities
3. Expand personal network
4. Build confidence for future job interviews
5. Reveal up-to-date career information

3. **Research-based activities** include scanning professional magazines, periodicals, newspapers, and the Internet. These are all excellent ways for young people to learn about specific occupations while using critical academic skills to gather and sort through such information. One way to integrate reading, mathematical and computer skills is to consider using O*NET (<http://online.onetcenter.org>), an application created for the general public to provide broad access to a large database of occupational information. The O*NET database includes information on skills, abilities, knowledge, work activities, and interests associated with occupations. Information in O*NET is available for over 950 occupations. Each occupational title and code is based on the most current version (1999) of the Standard Occupational Classification system. O*NET is a unique, powerful source for continually updated occupational information and labor market research. O*NET transforms mountains of data into precise, efficient, and easily understood occupational information.

4. **Community mapping** is another way to acquaint youth with the culture, resources, barriers, and potential partners within your community. Consider creating a scavenger hunt and include clues relating to local business and employment opportunities, transportation, community resources (recreational, religious, etc.), human resources (public and private service agencies, community colleges, etc.), and employment and training services (One-Stop Career Centers, etc.).

Remember to follow up with your speakers, those granting informational interviews, and any partners who have provided research-based activities. Write a

“Through his participation in the HS/HT program, one student had the opportunity to explore many areas of technology at the Work Resource Center’s SmartLab. He had both the freedom and the responsibility to direct his own learning as part of his participation in the program. He began to explore and build on his interests in landscape design. He learned about horticulture, hydroponics, and aquaponics. He researched and read articles on landscape design, turfgrass management, and cemetery management. He had the opportunity to learn about computer repair techniques and participated in a project that upgraded the capacities of some older IBM computers. He had intensive one-on-one support from the SmartLab staff members and was able to develop relationships with several mentors and other WRC staff members. Although he enjoyed working on computers, he soon realized that his true passion was turf management and landscape design. He was excited to learn about associate degree programs in turfgrass management and cemetery management offered at Cincinnati State Technical and Community College and attended the presentation when representatives visited Smart Lab.”

—Jerry Janzen, Cincinnati, OH

letter of thanks and ask each young person to write one as well.

Component 3: Work-readiness skills

Work-readiness skills are capabilities that allow people to perform educational and vocational tasks expected of them by schools and the workplace. For purposes of

It is frequently the acquisition and demonstration of “soft skills” that makes the difference between a job offer and a rejection.

the HS/HT program, these competencies include the development of soft skills (such as teamwork, communication, problem solving, customer service, and social/business etiquette), computer literacy, and job search

proficiencies such as writing resumes and preparing for interviews. These competencies are essential for each young person when planning for a successful HS/HT internship and future work.

The following are some suggested work-readiness skills activities for HS/HT programs:

1. **Soft skills development activities.** Soft skills are the skills, traits, work habits, and attitudes that all individuals, across all occupations, must have to succeed in the workplace. HS/HT program operators stress the importance of teamwork, communication, problem solving, customer service, and social etiquette skills. Opportunities should be provided for students to practice the following:

Muscogee County, GA HS/HT has sponsored an annual luncheon for Chamber of Commerce members, where HS/HT students are introduced and have an opportunity to meet with potential employers and internship providers.

- *Teamwork.* Encourage team projects and team activities, such as writing a quarterly newsletter, jointly interviewing potential guest speakers, or creating a Web site.
- *Communication.* Organize opportunities for students to practice presenting themselves to employers. Ask guest speakers to provide mock inter-

views for students. Videotape these interviews and provide immediate feedback. In addition, take students to a local career fair where they can gain experience talking to potential employers.

- *Problem solving.* Arrange for students to create and manage hands-on projects.
- *Customer service.* Provide role-playing opportunities that allow students to respond to requests from potential “customers” through face-to-face contact, e-mail, and telephone.
- *Social and business etiquette.* Model socially effective work behaviors like manners, body language, appropriate dress, and good grooming. It’s important to set the expectation for social and business etiquette.

2. **Computer competency.** Use your resources and partners to provide as many computer-related opportunities as possible. HS/HT participants should learn to do research about careers on the Internet; develop documents, databases, and graphics; and troubleshoot hardware and software problems. Consider forming a partnership with a community college, where HS/HT participants can take computer courses or use a computer lab. Visit the local One-Stop to discuss online computer training possibilities. To incorporate computer literacy into your HS/HT program, ask students to use their computer skills to document job searches. A self-created career portfolio, such as a HS/HT Positive Personal Portfolio, will help the young person document the experiences gained and skills developed through the HS/HT program. In the long run, a portfolio can show prospective employers and post-secondary admissions staff *evidence* of individual achievements.

COMPUTER COMPETENCY IN ACTION

One young man and his guide dog ride two buses each day to attend an A+ computer hardware certification course at Nova Training Center in downtown Cleveland.

Another student works two days per week completing a variety of computer-related tasks for Kaiser Permanente, including creating an online staff directory and helping a staff member redesign company forms.

—Cheryl Crahan
UCP, Cleveland, OH

Portfolio designs allow young people to use their creativity in presenting themselves. Portfolios can be created in a binder format (paper), placed on CD-ROMs, or incorporated into Web pages, for example. They can even be turned into video movies. Portfolio development reinforces self-esteem, uses organizational and decision-making skills critical to leadership development, and allows young people to draw on their own creativity for self-expression. (See Exhibit 6.7 for suggestions.)

3. Job search skills activities

- Have sample resume templates available on the computer. As some young people will have more work experience than others, make functional (skills-based) resume templates available in addition to chronological ones.
- Videotape mock interview situations for rehearsal and constructive feedback sessions. Allow for a follow-up session where peers can offer concrete examples of what the young person did well and areas to practice for improvement.

When practicing disability disclosure, help the young person focus on what he or she CAN do (abilities) – and what they have to OFFER a potential employer.

The more positive a young person is, the more he/she will convey, "I am a qualified candidate for this position" ...who just happens to have a disability.

- Don't forget to discuss issues surrounding disability disclosure. Deciding if and when to disclose a disability is a highly personal decision and can be challenging. Much depends on individual preference and the disability involved. One question may be, "Will the young person require a physical accommodation (e.g., higher table), special service (e.g., interpreter), or a managerial accommodation (e.g., flexible schedule)?" If the answer is no, there may be no need to disclose the disability. If the answer is yes, then a decision must be made regarding when and how much information to disclose. Youth with disabilities will need to know what accommodations are needed to do the job, when to get them, and how to "pitch" it to employers. Thinking through what information to

"EXPERIENCE" RESUMES MAY INCLUDE

- Name, address, phone/fax numbers, e-mail address
- Objective
- Education (dates, institution, city, degree/major, specialties)
- Employment (dates, company, city, job title, details of position, description of accomplishments – include volunteer jobs!)
- Summary of qualifications
- Languages
- Awards received
- Interests/activities
- References (supervisors and teachers)

"SKILLS" RESUMES MAY INCLUDE

- Name, address, phone/fax numbers, e-mail address
- Objective
- Functional skills summary (includes skills from school, positive personality traits, grades if good, special projects, etc.)
- Volunteer experience (dates, locations, city, details of position, description of accomplishments - include in-school jobs!)
- Languages
- Awards received
- Interests/activities
- References (supervisors and teachers)

The Accessibility Internet Rally-GA (AIR-GA), developed by Knowbility and the Georgia Committee on Employment of People with Disabilities, is a fun and friendly Web site building competition that also provides professional Web developers with the opportunity to learn about emerging federal mandates for Web accessibility. Developers use their new skills to help students build sites for their schools and school organizations. Prizes, wide recognition, and scholarships are awarded to local and statewide winners! Log onto <http://www.knowbility.org/airevents.jsp> for more information.

provide an employer is important — practicing the disclosure of this information is even more important. *Program operators are never to disclose a participant's disability to an employer.* It is up to the young person to disclose this information.

Training may be needed in order to practice disability disclosure.

Getting organized

There are several organizational tasks HS/HT staff and partners will need to undertake beginning with the time young people join the program and over the course of two years. This list is by no means exhaustive, and not all sites need to perform all tasks, but it is a good place to start.

- **Review** existing formal vocational evaluation assessment reports. This will help to begin developing individualized preparatory experiences for students. You may need written permission from parents to access such information.
- **Identify** any assistive technology needs, materials needed in alternate formats, or other reasonable accommodation needs for HS/HT participants. Ask youth directly about their known needs and preferences.
- **Poll** HS/HT participants to uncover the range of technology interest areas to coordinate relevant opportunity awareness activities.
- **Coordinate** transportation needs to ensure that all young people will be able to participate fully in HS/HT activities.
- **Partner** with the local school system and ask to be invited to appropriate IEP, 504, or transition planning meetings. HS/HT may be able to serve as a partnering agency in the transition planning process.
- **Contact** your local Vocational Rehabilitation services representative and ask about services related to HS/HT preparatory experiences.
- **Invite** parents/guardians to partner in your networking activities and efforts by, for example, providing suggestions for technology guest speakers.
- **Network** with your local institutions of higher education (adult continuing education, vocational/technical schools, community colleges and universities) to set up partnerships for visits and career building opportunities.
- **Obtain** written permission and media release forms from parents/guardians in preparation for all HS/HT activities. (See Exhibits 6.9 through 6.13.)
- **Consider** other logistical matters such as cost, best date and time for event, appropriate environment (accessibility issues including sign language interpretation, parking, etc.), location, and transportation needs.
- **Allow** time for careful planning and coordination. If you will be traveling off-site, how will transportation be arranged? Who will be responsible for paying for transportation? Do any participants require accommodations to fully participate? Have you released a flyer or news story for increased publicity? How will the event be publicized to HS/HT participants, their parents, and collaborating entities? Do you need directional signs? What about nametags?
- **For all activities:** 1) Keep your expectations high for learning, behavior, and outcomes of participants; 2) Assume the role of facilitator and coach rather than lecturer to encourage young people to take a greater responsibility for their own learning — relate to participants as intelligent, promising employees — and provide them with guidance and feedback; and 3) Individualize instruction as much as possible by making use of a range of materials in different modalities in response to students' different learning styles.
- **Hold a kick-off event** within the first one to two months of your program in order to bring together all of your current and future partners.
- **Refer to Exhibits 6.9 through 6.13** for sample forms for your HS/HT activities.



Research Support: Preparatory Experiences

Helping youth make informed choices about what they want to do as adults is the root of why preparatory experiences are so essential. Assisting youth to negotiate the transition from school to employment and further education means, in part, preparing them to adjust to the workplace and the performance of work. In a major sense, what happens during the preparatory (work-readiness) stage of career development can significantly affect the transition to employment of the young person. A stable, smooth, and supportive transition to employment can reduce the problems of unemployment and productivity that sometimes plague young workers, particularly those with disabilities.

A number of sources (Clark, 1999; Clark & Patton, 1997; National Council on Disabilities, 2000; Schelly, Kothe, & Sample, 1995) identify assessment as an integral component of a successful post-secondary transition program for students with disabilities. Formal and informal career assessments should be conducted periodically to determine a young person's evolving levels of functioning in reference to these critical work-readiness areas; to assist in identifying individual characteristics, education, and training needs; and to plan appropriate opportunity awareness activities to enhance current knowledge and skills. Not only can career assessment provide valuable information about work-readiness skills, it can also provide insight into basic skills levels, vocational interests, vocational aptitudes and abilities, and learning styles. Effective transition plans and services often depend on reliable and useful assessment data.

Career assessment is important for all youth transitioning to adult roles, but it is particularly important for youth with disabilities. It offers an opportunity for young people to discover their career and transition interests/goals, pinpoint vocational and educational strengths, and plan for needed accommodations. The Individuals with Disabilities Education Act (IDEA) identifies career assessment as integral to assisting youth to make informed choices and set realistic goals for their successful transition into

adulthood. Although no longer in existence, the School-to-Work Opportunities Act (STWOA) maintained a similar philosophy (LeConte & Neubert).

The seven major uses of informal and formal career assessment data have been identified by Neubert (1985) and Leconte (1986): (1) *Determination of career development*: To find out where the student stands in terms of career awareness, orientation, exploration, preparation, placement, or growth/maintenance; (2) *Measurement*: To identify abilities, interests, capabilities, strengths, needs, potentials, and behaviors within the areas of personal/social, functional/academic, community/independent, employment and employability areas; (3) *Prediction*: To match an individual's interests and abilities with appropriate training, community employment, or post-secondary training; (4) *Prescription*: To identify strengths and needs and to recommend types of adaptive techniques and/or remedial strategies that will lead to improved career preparation and development; (5) *Exploration*: To "try out" different work-related tasks or activities and determine how interests match abilities for work-based experiences, community jobs, post-secondary, or other adult activities; (6) *Intervention*: To implement the techniques or remedial strategies that will help a student explore career or work options; (7) *Advocacy*: To develop a career profile to help students, their families, and others identify concrete ways to assist students in achieving their goals.

Someone is "work-ready" when they can make the educational and vocational decisions and perform the kinds of educational and vocational tasks (behaviors) that are expected by schools and employers (Sarkees-Wircenski & Scott, 1995). Individuals differ in their readiness to deal with career development tasks at the "expected" or "appointed" time. Some youth are more aware than others of the work-related decisions that must be made at various points in their lives and are, therefore, better equipped to enter and participate in the world of work. Research indicates that youth with disabilities tend to lag behind their peers in readiness for the career development process (Faas, D'Alonzo, & Stile, 1990). Family involvement in skill development

has been shown to positively contribute to the development of work-readiness skills for youth with and without disabilities (Mooney, 1998; Way & Rossmann, 1996).

What do youth need to know and be able to do to be considered “work-ready”? Research has identified the basic skills and workplace knowledge and competencies young people need to succeed in the working world as the following:

- Identifying, organizing, planning, and allocating benefits and resources;
- Working with others on teams, teaching others, exercising leadership, negotiating and influencing others, and working with diverse groups of individuals;
- Acquiring, organizing, interpreting, evaluating, and communicating information;
- Understanding complex interrelationships and distinguishing trends, predicting impacts, as well as monitoring and correcting performance;
- Working with a variety of systems and technologies and choosing the appropriate tool for the task;
- Developing higher-order thinking skills such as creative, innovative thinking, critical thinking, problem solving, goal-setting and decision-making skills;
- Developing self-knowledge, self-determination, and self-advocacy skills;
- Developing self-discipline, self-management skills, and the ability to work without supervision;
- Strengthening basic academic skills such as reading, math, writing, and oral communications skills;

- Being self-confident, willing to learn new tasks, and maintaining a positive attitude toward work;
- Developing effective skills and traits such as being dependable/responsible, conscientious, punctual, efficient, flexible, honest, well-mannered, cooperative, well-dressed, and well-groomed;
- Developing leadership skills to guide and support others and seek guidance and support from others to pursue goals; and
- Exercising rights and responsibilities.

(Busse, 1992; Carnevale, 1991; Carnevale, Gainer, & Meltzer, 1988, 1990; CCSSO, 1994, 1995; *Equipped for the Future (EFF)*, 2002; Gribbons & Lohnes, 1965, 1966; Mithaug, 1994; Norusis, 1990; O’Hara & Tiedeman, 1959; Patton & Blalock, 1996; SCANS, 1991; Super, 1957; Ward, 1991; Way & Rossmann, 1996; Wehmeyer, 1996).

In June 2000, the Idaho Division of Professional-Technical Education generated *Basic Workplace Competencies for Professional-Technical Programs*, a document of workplace competencies developed from the expectations of industry as reflected in the *Secretary’s Commission on Achieving Necessary Skills (SCANS)*, *The Occupational Information Network (O*Net)*, and the *National Career Development Guidelines*, and reviewed and edited by a team of business and education professionals. Computer competencies necessary for entry-level workers included demonstrating technology and computer literacy; accessing/transmitting information using electronic communication systems; and using databases, spreadsheets, and work-processing software in work-related situations. (see *Exhibit 6.15.*)





Examples of Formal Assessments

THE FOLLOWING ASSESSMENTS ARE COMMONLY USED WHEN schools evaluate young people with disabilities. This list is presented for informational purposes only so that HS/HT program operators may have a knowledge base regarding the purpose of the most commonly utilized assessment instruments. Remember: most formal assessments, though commercially and widely available, should ONLY be administered and interpreted by specifically trained professionals (e.g., psychologists, vocational evaluators, etc.).

Intelligence Tests

- *WAIS-III (Wechsler Adult Intelligent Scale, Third Edition)* – an individually administered clinical instrument designed to assess the intellectual ability of adults ages 16 through 89.
- *WISC-III (Wechsler Intelligence Scale for Children, Third Edition)* – clinical instrument for assessing the intellectual ability of children ages 6 through 16.

Academic Achievement Tests

- *The Woodcock Johnson (WJ) III, Complete Battery* – contains two distinct, co-normed batteries: the *WJ III Tests of Achievement* and the *WJ III Tests of Cognitive Abilities*. Both batteries are appropriate for ages 2 to 90+, and together, provide a comprehensive system for measuring general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language, and achievement.
- *WRAT-3 (Wide Range Achievement Test)* – a test intended to measure the codes needed to learn the basic skills of reading, spelling, and arithmetic.

Aptitude Tests

- *ASVAB (Armed Services Vocational Aptitude Battery)* – a multiple aptitude test battery known as the Career Exploration Program and available at over 14,000 schools nationwide. It is free and is administered and interpreted by the military.
- *APTICOM* – a 90-minute multiple aptitude battery, interest inventory, and educational skills battery. It integrates the information and presents vocational recommendations.
- *CAPS (Career Ability Placement Survey)* – designed to measure abilities keyed to entry requirements for the majority of jobs in 14 occupational clusters.
- *OASIS (Occupational Aptitude Survey and Interest Schedule)* – measures six aptitude factors and yields six scores: General Ability, Verbal Aptitude, Numerical Aptitude, Spatial Aptitude, Perceptual Aptitude, and Manual Dexterity.

Interest Inventories

- *Self-Directed Search (SDS)* – developed by Dr. John Holland, whose theory of careers is the basis for most of the career inventories used today. Holland's theory states that most people can be loosely categorized with respect to six types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. There are multiple levels and forms of the SDS, so make sure the appropriate form has been used for each student.
- *COPS* – provides occupational preference scores related to choice of job, curriculum, and occupational clusters for professionally, as well as vocationally oriented individuals.

This list of individual tests is for illustrative and informational purposes only and should NOT be interpreted as a recommendation of any test instrument.





EXHIBIT 6.3

Sample Online Career Assessments

ONLINE CAREER ASSESSMENTS CAN BE FUN AND INFORMATIVE, but many have not been evaluated for reliability and validity, including those that are abbreviated versions of pencil and paper tests. Many sites do not provide interpretations of the results. Be sure that the results are considered along with other career preparation activities and information.

- *Ansell-Casey Life Skills* — These free assessments evaluate youth life skills. They are completed online and automatically scored. (www.caseylifeskills.org)
- *Ansir's 3 Sides of You Self-Perception Profiling System* — This 168-question three-part self-perception test provides insight into styles of thinking, working, and emoting. (www.ansir.com)
- *Career Focus 2000 Interest Inventory* — This assessment's 180 inventory items about work tasks, drawn from 18 occupational fields that make up the U.S. work scene, helps identify possible career goals that match strong personal interests. (www.iccweb.com/careerfocus/index.asp)
- *Careerlink* — This 36-question assessment is based on the premise that self-estimates are a valid basis for career decision making. (www.mpc.edu/cl/index.htm)
- *Kiersey Temperament Scale* — This 70-question assessment is related to the Myers-Briggs Type Indicator. (www.Keirse.com)
- *MAPP (Motivational Appraisal of Personal Potential) Career Analysis* — This test has 71 triads of three statements, wherein an individual must select the statement MOST agreed with and the statement LEAST agree with, leaving one blank. (www.assessment.com)
- *The Career Key* — This 66-question test provides another variation on Holland codes. (www.careerkey.org/english)
- *Type Focus Personality Type Profile* — This quick and easy 66-question assessment reports a Myers-Briggs Type Indicator and offers a bit of career direction. (www.typefocus.com)
- *Work Preference Inventory* — This 24-question forced-choice assessment that describes work style is based on the premise that the process of values clarification is very important in career planning. (www.careerpower.com/CareerPerfect/cpWorkPrefInv.htm)

This list of online assessments is for informational and educational purposes only and should NOT be interpreted as a recommendation for any test instrument.



EXHIBIT 6.4

Disability Etiquette

From: *The Ten Commandments of Communicating with People with Disabilities* (1994), Irene M. Ward & Associates.

- I. Speak directly to the person, rather than to a companion or sign language interpreter who may be present.
- II. Offer to shake hands when introduced. People with limited hand use or an artificial limb can usually shake hands and offering the left hand is an acceptable greeting.
- III. Always identify yourself and others who may be with you when meeting someone with a visual disability. When conversing in a group, remember to identify the person to whom you are speaking. When dining with a friend who has a vision disability, ask if you can describe what is on his or her plate.
- IV. If you offer assistance, wait until the offer is accepted. Then listen or ask for instructions.
- V. Treat adults as adults. Address people with disabilities by their first names only when extending that same familiarity to all others. Never patronize people in wheelchairs.
- VI. Do not lean against or hang on someone's wheelchair. Bear in mind that people with disabilities treat their chairs as extensions of their bodies; so do people with guide dogs and help dogs. Never distract a work animal from his or her job without the owner's permission.
- VII. Listen attentively when talking with people who have difficulty speaking and wait for them to finish. If necessary, ask short questions that require short answers or a nod of the head. Never pretend to understand; instead repeat what you have understood and allow the person to respond.
- VIII. Whenever possible, place yourself at eye level when speaking with someone in a wheelchair or on crutches.
- IX. Tap a person who has a hearing disability on the shoulder or wave your hand to get his or her attention. Look directly at the person and speak clearly, slowly, and expressively to establish if the person can read your lips. If so, try to factor the light source and keep hands, cigarettes, and food away from your mouth when speaking. If a person is wearing a hearing aid, don't assume that he or she has the ability to discriminate your speaking voice. Never shout at a person; speak in a normal tone of voice.
- X. Relax. Don't be embarrassed if you happen to use common expressions such as "See you later" or "Did you hear about this?" that seem to relate to a person's disability.





EXHIBIT 6.5

Steps to Follow to Conduct an Effective Informational Interview

1. *Identify the occupation or industry you wish to learn.* – In what occupation are you interested?
2. *Prepare for the interview* – Read something about the field prior to the interview. Decide what information you would like to know about the specific job. Prepare a list of questions that you would like to have answered.
3. *Identify people to interview* – Start with a list of people you already know – friends, relatives, teachers, neighbors, etc. Look through the *Yellow Pages* for additional ideas. Get a contact person's name.
4. *Arrange for the interview* – Contact the person to set up an interview by telephone, by e-mail, or by having someone who knows the person make the appointment for you.
5. *Conduct the interview* – Dress appropriately, arrive on time, be polite and professional. Refer to your list of prepared questions, stay on track, but allow for discussion. Before leaving, ask your contact to suggest names of others who might be helpful to you and ask permission to use your contact's name when contacting these people.
6. *Follow up* – Immediately following the interview, record the information gathered. Be sure to send a thank-you note to your contact within one week of the interview.

NOTE: After considering the information you have received, you may need to adjust your job search, resume, and/or career objective if necessary.

Source: Job Service Wisconsin, Wisconsin Department of Industry Labor and Human Relations



EXHIBIT 6.6

20 QUESTIONS... For an Effective Informational Interview!

*Prepare a list of your own questions for your informational interview.
Following are some sample questions:*

1. On a typical day in this position, what do you do?
2. What training or education is required for this type of work?
3. What personal qualities or abilities are important to being successful in this job?
4. What part of this job do you find most satisfying? most challenging?
5. How did you get your job?
6. What opportunities for advancement are there in this field?
7. What entry-level jobs are best for learning as much as possible?
8. What are the salary ranges for various levels in this field?
9. How do you see jobs in this field changing in the future?
10. Is there a demand for people in this occupation?
11. What special advice would you give a person entering this field?
12. What types of training do companies offer persons entering this field?
13. What are the basic prerequisites for jobs in this field?
14. Which professional journals and organizations would help me learn more about this field?
15. What do you think of the experience I've had so far in terms of entering this field?
16. From your perspective, what are the problems you see working in this field?
17. If you could do things all over again, would you choose the same path for yourself? Why? What would you change, if anything?
18. With the information you have about my education, skills, and experience, what other fields or jobs would you suggest I research further before I make a final decision?
19. What do you think of my resume? Do you see any problem areas? How would you suggest I change it?
20. Whom should I talk to next? When I call him/her, may I use your name?

Source: Job Service Wisconsin, Wisconsin Department of Industry Labor and Human Relations



EXHIBIT 6.7

HS/HT Positive Personal Career Portfolio

The following are some suggestions for creating youth-generated career portfolios.

Preparatory Experience

1. Generate a reflection on your chosen technology field (why this field interests you...what you have to offer this field...etc.).
2. Keep a log of guest speakers and write a brief reflection on the information presented.
3. Create a sample resume and ask a mentor, a friend, or a parent to review it for you.
4. Keep a log of informational interviews and new information you acquire.
5. Document O*Net searches and other related research information pertaining to academic and other skills required for success in your target technology occupation. *NOTE: After completing career-related research and identifying the specific job requirements, decide whether or not you still wish to pursue this career. If you think you will need some additional assistance (tutoring, etc.), identify a place and/or method for receiving the assistance in the Connecting Activities section of the portfolio.*

Connecting Activities

1. List post-secondary opportunity(ies) of choice (employment, apprenticeship, technical school, two- or four-year college, etc.).
2. Identify possible barriers to further education and/or employment and collect information from a variety of sources in order to create potential accommodations to alleviate or lessen each barrier (e.g.,

identify a method of transportation to the post-secondary option, identify assistive technology needs in order to be successful in the chosen option, etc.).

3. Identify and interview at least one support person at the post-program level (e.g., a contact for counseling services at a local community college, tutoring support at a technical school, or a mentor for the worksite).

Work-Based Learning Experiences

1. List the companies you visit on site visits, job shadows, and internships.
2. Keep business cards from industry representatives you meet on these visits.
3. Generate a reflection about your internship experience(s). What did you like about the job? What didn't you like?

Leadership Development

1. Ask a role model or mentor to write a letter of recommendation.
2. List service learning opportunities in which you have participated.
3. Describe volunteer positions you have held.
4. Document leadership forums in which you have participated.
5. Identify any peer mentoring positions you have held.

Created for HS/HT by TransCen, Inc., 2002



Career Development Checklist

Career development is more than simply examining what you want to be when you “grow up.” It includes things such as knowing yourself (what you’re good at and what you like to do), knowing what jobs are available in your community, exploring different career

choices, preparing a resume, practicing for an interview, and filling out a job application. Here are some skills that can help you increase your chances for landing the job of your dreams:

Knowledge or Skill	Yes (✓)	Date	I will ask (name)_____ for help:
1. I have taken a vocational interest inventory.			
2. I know what my occupational area of interest is.			
3. I can identify at least two jobs and/or companies that match this interest.			
4. I know how much schooling I need (high school diploma, college degree, etc.) to be employed in this job.			
5. I have the reading and math skills necessary for this job.			
6. I know the physical demands of this job.			
7. I need more training in order to get this job. [Be specific where?]			
8. I have visited a company that offers this type of employment.			
9. I have talked with people who perform this job.			
10. I have completed a job shadow experience related to this field.			
11. I have completed a resume.			
12. I have practiced my interviewing skills.			
13. I have asked at least two people to give me feedback on my interviewing skills.			
14. I have practiced strengthening my “weak” areas of interviewing.			
15. I have practiced completing a job application form.			
16. I can identify three skills I possess pertaining to this career choice.			
17. I can identify three of my positive personality traits.			
18. I can identify three of my interests or hobbies.			
19. I can identify three possible barriers to employment.			
20. I can identify three strategies to alleviate or lessen each barrier.			

Adapted for HS/HT from *The Positive Personal Profile*, TransCen, Inc., 2001. Used with permission.



EXHIBIT 6.9

HS/HT Enrollment Form

Student Name: _____ Date: _____

Complete Address: _____

Phone Number: _____ E-mail: _____

Gender: (circle one) MALE FEMALE Age: _____

Grade: _____ GPA: _____

High School: _____

Guidance Counselor: _____

Year of Graduation (circle one): 2003 2004 2005 2006

I have (circle one): an IEP a 504 Plan

Parent information _____

Name: _____

Complete address: _____

Phone (home): _____ (work) _____

E-mail: _____

Permission

I have chosen to participate in all program activities of High School/High Tech, including field trips.

Student Signature: _____ Date: _____

I hereby approve of this student's participation in all program activities of HS/HT, including field trips, and will not hold HS/HT, or any persons connected with the activities, liable in case of an accident.

Parent Signature: _____ Date: _____

Adapted from the Florida HS/HT Summer Internship Manual



EXHIBIT 6.10

Media Release

I, _____, hereby give permission to photograph me and to use audio and/or video equipment to record my participation in the HS/HT program (including the HS/HT Web site). I also understand that print and visual media may be used to distribute information regarding my participation in the program. It is understood that this material will be used solely for educational purposes or to promote the HS/HT program.

Participant Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____
(if under 18)

Parent/Guardian Name: _____

Adapted from the Florida HS/HT Summer Internship Manual



EXHIBIT 6.11

Emergency Medical Information

NOTE: Please include any relevant medication or treatment information and the name of a person and a telephone number to contact in case of an emergency.

Student Name: _____

Emergency Contact Name: _____

Day Telephone Number: _____

Relationship to HS/HT Participant: _____

Medication needs: _____

Emergency Medical Treatment

Every precaution is taken to protect the safety of all program participants. However, in the event of an accident, I consent to any emergency medical treatment that is deemed necessary at the nearest hospital or health care facility.

Physician Name: _____

Telephone Number: _____

Student Signature: _____

Parent/Guardian Signature: _____

Adapted from the Florida HS/HT Summer Internship Manual





EXHIBIT 6.12

Interest Survey

We would like to know what you like to do in your spare time.
It would help us to plan programs to your liking. Please answer the following questions.

	YES (✓)	NO (✓)
1. Do you enjoy working with computers?		
2. Do you enjoy science?		
3. Do you enjoy math?		
4. Do you like to build things? <i>If yes, what kind of things do you like to build?</i>		
5. Do you ask a lot of questions about the way things work?		
6. Do you like to read? <i>If yes, what do you read for pleasure?</i>		
7. Do you like to experiment? <i>If yes, what kind of experiments?</i>		
8. Are you involved in any after-school clubs? <i>If yes, which clubs?</i>		
9. Do you watch TV? <i>If yes, what are your favorite TV shows?</i>		
10. Do you play a musical instrument? <i>If yes, which instrument?</i>		
11. What are your favorite school subjects?		
12. Do you use the Internet? <i>If yes, what types of things do you do on the Internet?</i>		

Adapted from the Florida HS/HT Summer Internship Manual





EXHIBIT 6.13

Career Information

1. What three types of jobs (technology or technology-related preferably) would you like to explore?

2. Have you ever had a job? YES NO

3. How many jobs have you held in the past year?

4. With whom have you been employed in the past year?

5. What kind of business or industry did you work for?

6. What was your job title in your last job?

7. What were your main duties in your last job?

8. On this job, were you? (Check ✓ the appropriate answer)

____ Employed by a private company (paid)

____ Self-employed in your own business

____ A government employee (paid)

____ An employee in a supported employment site

____ Working without pay in a volunteer job

9. Do you still have this job? YES NO

10. If yes, how many hours per week do you work?

11. How did you locate this job (Check ✓ the appropriate answer)

____ School employment placement service,
staff member

____ Union registration

____ Through a friend

____ Civil Service Application

____ Public employment service

____ Private employment service

____ Through a relative

____ Newspaper/radio advertisement

____ Checked with employer directly

____ Other

12. What accommodations/modifications were made for you on this job?

Did you request these accommodations? YES

NO

13. If you left this job, why?

Adapted from the Florida HS/HT Summer Internship Manual

WORK-READINESS CHARACTERISTICS – Minimum Characteristics Needed to Meet Business Needs



Characteristic	Description
Work Ethic	Being responsible and committed to doing a task well or doing a good day's work. Being punctual for work, being prepared to work productively, and not looking for ways to cut corners at the expense of quality. A sense of self-accomplishment and gratification that comes from knowing one did the job right the first time and well. A willingness to ensure that commitments made are kept.
Honesty	A truthful approach in all actions. A willingness to recognize faults or weakness.
Communication Skills	Reading skills, verbal (oral) skills, writing skills, and listening skills. The ability to read, interpret, and empathize. The ability to convey thoughts, ideas, and concerns to others. The ability to understand what others are communicating and to clarify that understanding. An ability to diagnose an audience and share information that is understandable and appropriate to the audience.
Willingness to Learn	A willingness to be open to learning new concepts, ideas, or other ways of doing things. A desire or curiosity to want to know more. Being disciplined and organized in the thinking process.
Dependability	A willingness to ensure that promises are kept and deadlines are met so that integrity can be established. A demonstration of follow-through on commitments so that others can rely on the individual.
Teamwork	Approaching job responsibilities with a sense of team commitment. A realization of greater strengths as a team and recognizing and fulfilling one's role.
Flexibility or Adaptability	Being open to change. A willingness to learn new ways and new technology
Basic Problem Solving	Exploring and examining options and outcomes. Reviewing possible outcomes to determine the best course of action.
Entrepreneurial Inclination	The ability to act independently, to take ownership of a task, be creative, to take a risk, and be responsible for possible outcomes. Using initiative to see what needs to be done and doing so without constant, direct supervision.
Goal Setting	The ability to set goals and achieve them. The ability to monitor one's own progress and evaluate the end product.
Basic Number Functions	Basic number skills such as adding, subtracting, multiplying, and dividing accurately.
Focus on Health and Wellness	Demonstrating health, fitness, and good personal hygiene.
Respect for Self and Respect for Others	Developing and demonstrating positive self-esteem. Appreciating others and recognizing the value of different viewpoints. Providing the "customer service" to others that one would like to receive.
Appropriate Education and Experience	Education and experience that is appropriate to the job level and to the environment, which varies from industry to industry and job to job.

*Adapted from Springfield Area Chamber of Commerce Workforce Task Force Report – August 2001
Source: http://www.dese.state.mo.us/divoiced/EmployTrain/Work_Readiness_Characteristics.pdf*



EXHIBIT 6.15

Basic Workplace Competencies – Applying Technology

In June 2000, the Idaho Division of Professional-Technical Education generated *Basic Workplace Competencies for Professional-Technical Programs*, a document of workplace competencies developed from the expectations of industry as reflected in the *Secretary's Commission on Achieving Necessary Skills (SCANS)*, *The Occupational Information Network (O*Net)*, the National Career Development Guidelines, and reviewed and edited by a team of business and education professionals. Intended as a resource for professional-technical instructors, school districts, and administrators focusing on the expectations of business and industry, the document addresses competencies for entry-level workers in a variety of areas. What follows are the basic workplace competencies in the area of “Applying Technology.”

Demonstrate technological literacy:

1. Demonstrate knowledge of the basic technology systems currently available (e.g., manufacturing technology, organizing and accessing information for technology).
2. Analyze the interplay of technology with social issues, gender issues, ethics, law, and government.
3. Identify the uses of technology in industry, education, the political arena, and day-to-day consumer affairs.
4. Analyze the benefits and costs of new developments in technology.
5. Make decisions about the use of technology that improve performance in the workplace, in school, and in the home.

Access/transmit information using electronic communication systems:

1. Determine which systems are most appropriate for given situations.
2. Transmit messages electronically.
3. Access information electronically (e.g., via information services, CD-ROMs, laser disks, videos, and the Internet).
4. Conduct searches electronically.
5. Participate in electronic discussion groups.

Demonstrate computer literacy:

1. Use the hardware, software, and online services that will produce the desired results.
2. Comply with ethical standards in the acquisition, organization, analysis, and communication of information.
3. Keep informed of legal parameters regarding computers.
4. Provide routine maintenance and repair of computer hardware and software.

Use database software in work-related situations:

1. Demonstrate knowledge of the functions and features of database software.
2. Identify the type of data needed.
3. Determine the best database to aid in the collection, tabulation, synthesis, and evaluation of the particular data identified.

Use database software in work-related situations:

1. Locate needed operations information using software documentation or help functions.
2. Work within database for the specified purpose.
3. Access needed information from the database.
4. Select report design for presenting data.

Use spreadsheet software in work-related situations:

1. Demonstrate knowledge of the functions and features of spreadsheet software.
2. Identify the type of data needed.
3. Determine the best spreadsheet to aid in the collection, tabulation, synthesis, and evaluation of the identified data.
4. Locate needed operations information using software documentation or help functions.
5. Input information into spreadsheet for the specified purpose.
6. Analyze data.
7. Interpret results.

Use word-processing software in work-related situations:

1. Demonstrate knowledge of the functions and features of word-processing software.
2. Construct word-processed documents for the specified purpose.
3. Locate needed operations information using software documentation or help functions.
4. Integrate databases, spreadsheets, graphics, and desktop publishing files into word-processed documents.
5. Edit documents using available software features and functions.

Adapted from: <http://www.pte.state.id.us/services/guidance/guidepdf/area3.pdf>



“The HS/HT Program gives students with any type of disability the chance to have a future. It shows them that no matter what your disability is, you can be successful, and I’ve seen no other program that instills that into its members....

It is because of HS/HT I’ve learned to go for the gold and never give up.”

—2001 HS/HT Graduate, Albany, NY



Design Feature II – Connecting Activities

THIS CHAPTER EXAMINES THE CONNECTING ACTIVITIES necessary to assist HS/HT participants' transition to their next phase in life – one that will hopefully include economic self-sufficiency. The previous chapter focused on “in-house” activities that did not require much help from outside organizations. In this chapter, the focus shifts to services and activities requiring support from other individuals or organizations, such as tutors to improve academic performance, mentors to provide supportive adults,

assistive technology to address accommodation needs, and transportation. Youth participating in HS/HT programs will also need to work with other agencies as they pursue options in post-secondary education and high tech careers – and these connections may create the starting point for some lasting partnerships.

Component 1: Academic tutoring

For youth to get a fair shot at succeeding in technology-based careers, they must develop basic skills in math and science. Many students may need extra help in academics, be it in learning the material or managing the workload. Tutoring can fill that need. Some programs may choose to offer academic tutoring as part of their services. Tutoring is available through many other organizations in the community, including schools. HS/HT program staff will need to “scan the environment” and find solutions that work best for the students. The operator can help assess the students' needs by reviewing school records and any other information collected early on when the individual first joined HS/HT. A decision could be made as to what type of tutoring the student needs and where those services are most conveniently available. Below are some suggestions on where to find tutoring services.

The Augusta Department of Labor/Vocational Rehabilitation Office and the National Science Foundation, Inc., have been discussing how they can work together to assist students in Richmond and Columbia County involved in HS/HT. The National Science Foundation, Inc., has a program called Learning Logic which is a self-paced, highly interactive computerized program that is currently being used for teaching Pre-Algebra, Algebra I, and Algebra II. We hope that we will be able to work together to enhance the HS/HT program in the Augusta area.

–Ava Searce, Augusta, GA

Green Bay West High School brokered a connection with the RSVP program (Retired Senior Volunteer Program) for tutoring possibilities. In addition to retired educators, a significant membership of RSVP is retired businesspeople. Our hope is that they still have a good deal of “connectivity” left back to the business community from where they spent their professional careers. Another bonus is the tremendous benefit that results from having caring older adults spend time with our students.

Dan Konop, Green Bay, WI

- If the young person is currently enrolled in high school, check with the school’s guidance department for a list of qualified tutors.
- Tutors may also be obtained through local adult education programs and institutes of higher education.
- Link to after-school programs (often funded by the federal 21st Century Learning Communities Act).
- Link current participants with other youth who have successfully completed coursework.
- There may be business-community partnerships or community-at-large mentors who may be qualified and interested in providing tutoring services.
- Program staff can work with school personnel, community organizations, and youth and families to identify areas where academic supports are needed.
- Contact the National Honor Society for peer-to-peer tutoring opportunities. (*See Chapter 13 for more information.*)

Component 2: Mentoring

In mentoring arrangements, adults or experienced peers serve as advisors and role models, working with youth one-on-one or in groups to provide guidance, advice, and often lasting friendships. Mentors can be teachers, work supervisors, co-workers, college professors, community members, other students or young people, or former HS/HT participants. Mentors

with disabilities can provide a unique perspective to these young people because they understand the challenges they face. These relationships provide valuable support to youth, not only in offering academic and career guidance, but also in building leadership and interpersonal skills, career awareness, problem-solving skills, and other professional concerns.

Both youth and mentors benefit from a mentoring relationship. Although securing a job is not necessarily the goal, mentoring relationships can connect youth with important employer contacts, opening doors for networking and future employment. Likewise, mentoring relationships offer mentors the opportunity to get to know talented, motivated young people and help to break down attitudinal barriers that persist in workplaces and other environments.

Today, there are many types of mentoring arrangements and they are no longer limited to face-to-face contact. Research shows that electronic (e-) mentoring programs are growing and thriving. According to the National Center on Secondary Education and Transition, e-mentoring is a modification of the traditional mentoring model. In traditional mentoring models, adults cultivate one-to-one relationships with young people to provide support and direction. E-mentoring allows adults to connect with young people by using the Internet (e-mail).

The traditional role of one mentor for each youth is also changing. HS/HT participants may benefit from relationships with more than one mentor, and mentors may work with more than one young person, as long as each person can commit the time needed to achieve defined goals. It is not unusual for a mentor to work with an entire class or cohort of students, particularly in reinforcing the importance of academic skills and encouraging post-secondary educational pursuits. Similarly, mentors may serve multiple functions – as role models or work/internship supervisors, or as contacts for information on job shadow opportunities or worksite visits.

HS/HT program operators can provide youth with ideas, resources, and connections needed to identify, develop, and maintain effective mentoring relationships. Although the youth should “take the

lead” and be fully vested in the mentorship development process, program operators can help make connections and advise the youth on how to maintain positive relationships. Before seeking out a mentoring relationship, young people with disabilities should be able to articulate the following:

- What they hope to gain from the relationship;
- The qualities and traits they hope to find in a mentor; and
- What they hope to offer the mentor.

HS/HT program operators can partner with a local community organization with mentoring partnerships already in place (thus reducing liability concerns). Also, the National Mentoring Partnership (*see Chapter 13 for more information*) has an online program that can assist operators in finding mentors within their state and locality. Also available is an online training course offering step-by-step advice for young people seeking a mentor or working to improve an existing mentoring

Mentors can be found in many types of organizations. For example, mentors can include:

- Employees of local high-tech companies, government agencies, nonprofit groups, and community service organizations
- Representatives of professional, trade, or business organizations
- Secondary school teachers
- Volunteers from the community
- Technology or science department faculty members at local colleges or universities
- Members of secondary school or college student clubs and leadership organizations
- Sororities and fraternities
- Disability organizations
- GEM-Set Mentors, a Girls E-Mentoring in Science, Engineering and Technology (GEM-SET) is a demonstration project developed by the Women’s Bureau, U.S. Department of Labor (www.uic.edu/orgs/gem-set/)

One HS/HT mentor had this to say about a HS/HT participant: “He was a pleasure to work with and a positive contributor to the Kennedy Space Center Mission....”

relationship. Don’t forget to take advantage of National Disability Mentoring Day (NDMD) (*see Chapter 13*).

Component 3: Assistive technology

Thousands of assistive technology (AT) devices are available, ranging from the very simple, low-cost or low-tech — such as calculators or book holders — to high-tech solutions such as voice-activated speech synthesizers. Such devices allow youth with disabilities to maintain or improve their functional capabilities, become more independent, and pursue opportunities for future education and employment. AT devices are compensatory tools, not luxuries or a means to gain unfair advantage over others. AT helps to create a level playing field for youth with disabilities.

AT devices can be purchased off the shelf from the local hardware store, or they can be designed especially for youth with disabilities and marketed through catalogues or specialty stores. Examples of popular AT devices include: wrenches designed to open Mason jars; Velcro for clothing and toys; seating systems; power wheelchairs or scooters; communication devices; assistive-listening devices; hearing aids; magnification systems; visual aids; and memory prosthetics (i.e., use of a pager with pre-scheduled messages as a reminder for completing specific tasks).

In addition to devices, the term “AT” also refers to related services such as assessments, training, maintenance, and repair of equipment. AT assessments are used to identify what particular devices would help an individual with a disability based upon the evaluator's opinion of the individual's functional strengths and abilities, preferences, and usage. A proper AT assessment also addresses the related services needed to support use of the device. Assessments and other services are critical to the successful selection, acquisition, and use of appropriate AT.

Because of a strong partnership between HS/HT and the Brevard County (FL) Public Schools, the HS/HT program operator invited Blind Services and Brevard Community College to attend a young woman's Transition Individual Education Plan (IEP) meeting. Blind services agreed to assist meeting her educational goals including tuition and items needed to assist her.

You can identify what types of AT devices or services youth will need as they participate in the HS/HT program by considering the following:

- Ask the youth what devices or services they have used in the past. What worked and what didn't work?
- Review any previous vocational assessment and/or AT assessments completed while in high school. If no assessment is on record, recommend that the individual get an AT assessment to be included in the transition plan of the IEP.
- Interview parents and teachers to see how needs have been sufficiently met at home and in school.
- Use the checklist on pages 7-18 of this Manual to get a clear understanding of the range of assistive technology materials.
- Help the young person find needed assistive technology by:
 - a. Searching for adaptive equipment on the Internet.
 - b. Working with a community disability organization that specializes in assistive technology.
 - c. Contacting the Job Accommodation Network (JAN). They specialize in helping people find the accommodations needed to succeed in the workplace and have an extensive database for Internet searches. In addition, they will research various assistive technology solutions for callers. (See Chapter 13 for more information.)

Component 4: Transportation

Logistics regarding transportation for HS/HT activities must be planned well in advance, as youth often need transportation to and from activities. Individual arrangements must be made using creative approaches that provide dependable, affordable transportation, such as car pools, volunteers, bicycles, negotiated discounts with taxi companies, and subsidies from cities or counties.

Consider the following:

- Include travel training in your program so youth can learn travel skills on public transportation. This can be done by asking someone from an adult disability organization, such as a Center for Independent Living, or a program for the visually impaired to lead a session. Also invite representatives of public transportation centers to participate.
- If public transportation is an accessible option, work with the family and ask them to practice with the young person.
- If the student has a valid driver's license and a mode of transportation, he or she can supply transportation.
- Parents/guardians might be able to provide a car pool.

One young man was unable to drive. The Cocoa Beach, FL HS/HT program operator was able to work out transportation via a Space Coast Area Transit (SCAT) bus to and from his secured (badge required) job site.

- The job site might have information available on car pooling.
- Explore innovative use of federal and state transportation funding to increase available accessible public and private transportation options for youth with disabilities.
- Partner with a school system to provide transportation within its district.
- Partner with a disability community organization that provides transportation to its clients.

PARTNERSHIP SUPPORT

- One young man is attending a local vocational technical school through a full scholarship from Vocational Rehabilitation.
- Another young man received Division of Blind Services funding to attend a local community college.
- One young woman received funding from Vocational Rehabilitation to attend her local community college.
- Another young lady received Vocational Rehabilitation assistance for purchasing books.
- Upon availability, vouchers may exist for WIA-eligible students for occupational skills training.

Transportation can be a major drain on the fiscal resources of the program. The advisory council and all of the partners need to work together to find transportation solutions so that youth will be able to fully participate in HS/HT programs. Sites should check with their state departments of transportation, as well as local government offices, to find out if they are involved in national or state initiatives to improve transportation services for persons with disabilities.

Component 5: Connecting to the workforce and continued education

CONNECTING ACTIVITIES INCLUDE LINKAGES THAT EXPOSE youth to information about resources in the community they can use while enrolled in HS/HT programs *and* after they leave. These activities generally fall into two categories – workforce preparation and post-secondary education – and should directly support HS/HT’s ongoing efforts to increase self-advocacy and self-determination skills. Learning to become a self-advocate is a critically important skill for young people with disabilities; however, such skills do not simply develop as young people mature. There must be a conscious, intensive, and sustained effort to foster their development. Connecting activities offer an opportunity for young people to practice being the primary decision makers

concerning their own learning and work. When youth with disabilities carry this responsibility, they learn more about the range of their strengths and abilities. This knowledge can then translate into a greater sense of confidence, personal adjustment, as well as academic and professional success.

1. Workforce preparation

Connections to the workforce might include the following:

- Helping youth with disabilities identify existing job openings by visiting a local One-Stop Center;
- Helping youth with disabilities identify positions within host companies that provided internships;
- Helping young persons develop lists of HS/HT references such as workplace mentors and collaborating partner organizations;
- Having mentors assist with review of resumes and provide help with job applications;
- Ensuring eligible youth with disabilities have met with local vocational rehabilitation counselors; and
- Identifying other community-based job placement organizations for which youth might be eligible.

2. Post-secondary education

Linking young people to post-secondary educational institutions or training while in the program can include the following:

- Educating the youth on the different post-secondary options such as training programs, apprenticeships, and two- and four-year schools;

Students with disabilities who are interested in pursuing careers in science, mathematics, or other technical fields can ensure their success with the CAST program (Career Advancement in Science and Technology) – a program tailored to meet the needs of post-high school graduates with disabilities. With collaborative partnerships between colleges, universities, and businesses, FSU Human Resources seeks to forge a relationship with various local, state, and national agencies as well as local and state businesses.

–Florida State University

Matt Conroy of Palm Bay High School in Brevard County, FL, has developed software to assist HS/HT youth with guidance planning and processes for post-secondary planning. The software has been adopted to utilize for the entire student body at a local high school – and is under current consideration for adoption for the entire school district’s 13 high schools. In addition, the Florida Department of Education and Florida State Board of Education have shown considerable interest in the program as well. See Exhibit 7.5 for more information on Matt’s electronic course, career, and college planning software.

- Inviting an admissions officer to meet with the students to talk about the school’s admission requirements;
- Discussing with the students how to finance education;
- Conducting site visits to as many post-secondary institutions in the area as possible;
- Arranging for youth with disabilities to meet with disability support service representatives from local post-secondary institutions;
- Connecting the youth and the program to key faculty who would be interested in helping steer the participants into promising technology fields;
- Finding mentors from the post-secondary institutions to work with HS/HT participants;
- Developing a feeder program arrangement for post-secondary projects that are promoting careers in science and technology for youth with disabilities such as those sponsored by the American Association of Advanced Sciences;

“One of our students, a senior in high school, is set to go to the local technical college to work on his electrician’s degree and work into the apprenticeship program. He met with the Tech College’s disabilities services coordinator and the college’s guidance office about appropriate accommodations for this disability.”

Dan Konop, Green Bay, WI

- Negotiating the use of computer laboratories on campus for use by the HS/HT participants;
- Assisting youth with disabilities in attending college and trade fairs;
- Assisting youth with disabilities in identifying college and training programs related to their career interests and experiences; and
- Writing letters of recommendations for youth with disabilities for college applications.

Getting organized

There are several organizational tasks HS/HT staff may wish to pursue when connecting support services for youth. The following is a list of ideas:

- **Plan an active role for HS/HT participants** throughout ALL connecting activities (making phone calls, etc). This will increase their level of self-sufficiency for the future and address the concept of informed choice.
- **Find out** what tutoring programs are available for HS/HT in participants’ schools and within the community.
- **Poll participants** to determine how many are participating in tutoring programs.
- **Solicit** peer tutoring support from existing participants. Some may have areas of academic “expertise.”
- **Coordinate** mentoring efforts locally by contacting other programs in the community. Also contact the American Association of People with Disabilities to locate your local coordinator for National Disability Mentoring Day.
- **Assure** assistive technologies are provided to meet the needs of each participant.
- **Develop** a transportation plan for each participant (with their input), arranging for travel training, as needed.
- **Align** HS/HT services with the procedures of local workforce organizations so youth can utilize services advantageously.

Two-year connecting activities timeline of activity

The following monthly timeline of HS/HT connecting activities is meant solely as a guide or starting point for planning partnership building. It is by no means etched in stone. Connecting activities can occur at any time during the young person's participation in the HS/HT program. Your plans will depend solely on the needs of your participants and the availability of your local resources

MONTH

	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	
Connecting Supports																									
Academic tutoring	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Assistive technology	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Transportation	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Tapping Information and Services about the World of Work and Further Education																									
Workforce preparation						•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Post-secondary education				•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•



EXHIBIT 7.1

Research Support: Connecting Activities

THE MATERIALS ADDRESSED IN THE *CONNECTING ACTIVITIES* design features chapter do not currently have as rich a research base as that found for the other design features. These features include a) assistive supports, b) transportation, and c) exposure to workforce (or labor market) support services. However, strategies for improving academic success in the classroom for youth with disabilities do have a stronger, developing research foundation. Strategies such as strategic teaching and supportive tutoring are discussed below. The value of post-secondary education for all youth is pervasive in common literature and is discussed in this research synopsis.

Assistive supports is an area in which research of promising practices will no doubt emerge over the next few years as the result of the implementation of the Assistive Technology Act of 1998. This Act is a source for research as well as grants to states that promote interagency cooperation. Chapter 13 includes several Web sites that can be useful if you want to find information about assistive support services,

Transportation is very much a geography-driven challenge. For example, the transportation challenges of New York City are not equitable to those found in rural Georgia. What these sites do have in common is the need for youth to learn how to manage transportation. The National Information Center for Children and Youth with Disabilities (NICHCY) (*see Chapter 13 Resources and References*) has collected information about several initiatives across the country that have developed travel training that can be implemented with individuals with various types of disabilities. However, evaluations of such efforts are not available in the research literature at this point. As a part of President Bush's New Freedom Initiative,

several communities will be engaged in demonstration projects over the next few years and as the results become known they will be shared with HS/HT sites.

The exposure to workforce development support services is the final arena that lacks a specific research base of promising practices. This is not a disquieting condition. States and localities remain in the early stages of the implementation of WIA, discussed throughout this Manual. Two key parts of WIA directly support the need to make information services more universal and user-friendly in order to promote the concept of informed choice. First, is the requirement to create One-Stop Centers to provide a set of three-tiered levels of service. The first tier focuses on core information services that are to be universally accessible and self-directed; tier two, intensive services, includes a range of activities that requires staff to interact with and to provide customers services such as career guidance, assessment services, and job search support such as resume writing; the third tier is referral to training. In another part of the same legislation (Title V is the Vocational Rehabilitation Act), informed choice is a core concept. Informed choice is driven by the idea that individuals must take control of their own decision-making process regarding preparation for the world of work, and that staff is required to support that process and not make decisions for the individual. Research and evaluations of results of such self-directed decision making is not yet available – but it is the law and many would argue is based upon common sense.

HS/HT recognizes that strong academic skills represent a key to opening doors to future success in the adult world. While changing what happens in a regular classroom is not a primary part of HS/HT,

knowledge of what has been identified as highly effective instructional methods can help organize and support connecting activities such as supplemental tutoring services.

A variety of learning techniques have empirical support for students with and without disabilities, making these techniques a robust and powerful choice for use in numerous settings. Some instructional strategies recommended for improving the academic performance of youth with disabilities include, but are not limited to, cooperative learning, peer tutoring, self-instructional strategies, and direct instruction for the acquisition of new skills. Educators and program operators should be guided in their selection of strategies by their knowledge of the instructional principles that have been proven effective for students with disabilities and their potential to influence student learning and independent student functioning regardless of the instructional domain.

Collaborative strategies, such as cooperative learning and peer tutoring, are recommended as a means to increase the academic achievement and social learning of students with disabilities (Choate, 1997; Smith, 1998). *Cooperative learning*, the use of small groups in which students of all performance levels work together to accomplish a goal, is a particularly valuable instructional strategy when the group includes youth with disabilities (Nevin, 1993; Slavin, 1995). The positive effects of cooperative learning on achievement are equivalent for grades 2–12 and in all subjects (Slavin, 1995).

Research synthesized by the National Institute for Literacy has shown that with the right kind of support, tutors are a positive influence. While much of the research is based on tutoring for younger youth, it can inform the tutoring strategies employed by HS/HT as well. Peer tutoring where young people help each other has shown to be effective (Malone & McLaughlin, 1997; Simmons, Fuchs, Fuchs, Hodge, & Mathes 1995). A solid research base supports the use of *classwide peer tutoring* for students with and without disabilities (Utley, Morweet, & Greenwood, 1997). Peer tutoring, an instructional arrangement or technique that increases students' opportunities to verbalize what they are learning and to receive feedback or encouragement from peers, has consistently yielded

positive effects for promoting the achievement of students with learning problems and increasing students' active participation in learning.

Tutoring was also shown to be an effective and efficient strategy for increasing the academic achievement and social interactions of students with autism and their non-disabled peers (Kamps, Barbetta, Leonard, & Delquadri, 1994). Even low-achieving students can tutor their lower-achieving classmates with both achieving gains in reading (Pickens & McNaughton, 1988). This instructional approach is particularly appropriate for students with and without disabilities who need guided practice, re-teaching, and corrective feedback (Keel, Dangel, & Owens, 1999).

In a study on the use of community members as tutors, the success of a community tutoring program depended more on the selection, training, and supervision of tutors than it did on the design of lesson contents. Tutors must be motivated and trained to deliver instruction dependably; regular monitoring must be initiated to oversee the implementation; and the supplemental sessions must be designed so that non-professional tutors can use them easily and correctly (Vadasy, Jenkins, Antil, Wayne, & O'Connor, 1997). Parents as tutors have not impacted children's academic learning, but a study has shown that parents perceive significant changes in their children's confidence in reading skills, interest and willingness to read, and enjoyment in reading (Law & Kratochwill, 1993).

The National Center on Secondary Education and Transition (NCSET) has the responsibility for synthesizing research on issues related to improving transition services for youth with disabilities. For example, in their Research to Practice Brief Series, they have synthesized research and identified two approaches that have shown great promise to assist youth with disabilities to improve reading comprehension: Collaborative Strategic Reading (CSR) and Strategic Instruction Model (SIM).

CSR utilizes four strategies:

1. *Preview* – Before reading, students brainstorm about the topic and predict what will be learned.
2. *Click and Clunk* – Students identify parts of a passage that are hard to understand, then use four “fix-up” strategies.

3. *Get the Gist* – Students identify the most important information in a passage.
4. *Wrap Up* – Students ask and answer questions that demonstrate understanding and review what was learned.

Students are also taught to use the following cooperative group roles:

1. *Leader* – Determines next steps for the group;
2. *Clunk Expert* – Reminds group of steps;
3. *Gist Expert* – Guides the group through getting the gist;
4. *Announcer* – Asks group members to carry out activities; and
5. *Encourager* – Gives encouragement to group members.

In CSR, the teacher’s initial role is to teach each of the strategies and student roles to the entire class prior to reading. This activity may take place over several days and includes identifying in advance the vocabulary words from the reading materials that students will probably not be able to figure out through the group process. Once students are ready to implement the CSR process, the teacher introduces the material to be read to the entire class. Then, taking on the role of facilitator, the teacher monitors small group process. After each day’s reading assignment is completed, the teacher leads a wrap-up involving the entire class. Studies of CSR effectiveness found gains in reading comprehension for students with disabilities, as well as others such as English Language Learners (ELL).

The Strategic Instruction Model (SIM) consists of a package of components for use by students with learning disabilities, as well as instructional tools for use by teachers. The learning strategies portion of SIM helps students with disabilities to more effectively manage the demands of their general education courses. Strategies specifically related to reading are:

- *Paraphrasing* – Students express main idea and details in their own words.

- *Self-questioning* – Students develop questions concerning reading passages and read to find answers.
- *Visual imagery* – Students visualize scenes in detail.
- *Word identification* – Students decode unfamiliar words by using context clues and word analysis (Clapper, Bremer, & Kachgal, 2002).

An extensive collection of evidence supports the use of strategy instruction for students with and without learning disabilities. *Strategy instruction* refers to teaching students specific, self-regulatory strategies (e.g., goal setting, self-instructions, and self-monitoring) for accomplishing tasks, along with procedures for regulating their use, the assignment, and undesirable behaviors that interfere with performance (De La Paz, 1997). The goal of a strategy instruction is to teach students to become purposeful, effective, and independent learners (Vaidya, 1997). The use of strategy instruction enables the student to learn strategies by which to keep up with the day-to-day demands of content learning. There is also evidence that *direct instruction* has a positive effect on student achievement for both high- and low-achieving students, including students with mild disabilities (American Institutes for Research, 1999). The primary goal of direct instruction is to increase student achievement through carefully focused instruction.

In an investigation of evidence derived from studies on teaching students with learning disabilities conducted over the last 30 years, Swanson (1999) has established that while strategy instruction alone, direct instruction alone, and combined models all yielded significantly higher effects than more traditional models, the most effective form of teaching students with learning disabilities combines components of both direct instruction and strategy instruction. Swanson also examined studies of intervention strategies for adolescents with learning disabilities focusing on measures of higher-order processing (e.g. verbal problem solving, understanding, measures of metacognition, etc.). He found the most important component for teaching higher-order thinking skills to adolescents was to *use extended practice with feedback*.

Assistive Technology Checklist

WRITING

Mechanics of Writing

- Pencil/pen with adaptive grip
- Adapted paper (raised line, highlighted lines)
- Slantboard
- Typewriter
- Portable word processor
- Computer
- Other _____

Alternate Computer Access

- Keyboard w/easy access or Access DOS
- Keyguard
- Arm support (e.g., *Ergo Rest*)
- Track ball/track pad/joystick
- Alternate keyboard (e.g., *IntelliKeys*, *Discover Board*, *TASH*)
- Mouth stick/head pointer
- Head mouse/head master/tracker
- Switch with Morse code
- Switch with scanning
- Voice recognition software
- Word prediction (e.g., *Co:Writer*) to reduce keystrokes
- Other _____

Composing Written Material

- Word cards/work book/word wall
- Pocket dictionary/thesaurus
- Electronic/talking electronic dictionary thesaurus/spell checker (e.g., *Franklin Bookman*)
- Word processor w/spell checker/grammar checker
- Word processor w/ word prediction (e.g., *Co:Writer*) to facilitate spelling and sentence construction
- Talking word processor for multi-sensory typing
- Voice recognition software
- Multimedia software for expression of ideas (assignments)
- Other _____

Communication

- Communication board/book with pictures/objects/letters/words
- Eye gaze board (eye gaze communication)
- Simple voice output device (e.g., *BigMack*, *Cheap Talk*, *Voice in a Box*, *MicroVoice*, *Talking Picture Frame*, *Hawk*)
- Voice output device w/levels (e.g., *6 Level Voice in a Box*, *Macaw*, *Digivox*, *DAC*)
- Voice output device w/dynamic display (e.g., *Dynavox*, *Speaking Dynamically w/laptop computer/Freestyle*)
- Voice output device w/icon sequencing (e.g., *AlphaTalker Liberator*, *DAC*)
- Device w/speech synthesis for typing (e.g., *Cannon Communicator*, *Link*, *Write:Out Loud w/laptop computer*)
- Other _____

READING, STUDYING, AND MATH

Reading

- Changes in text size, spacing, color, background color
- Use of pictures with text (e.g., *Picture It*, *Writing with Symbols*)
- Book adapted for page turning (e.g., *page fluffers*, *3-ring binder*)
- Talking electronic device to pronounce challenging words (e.g., *Franklin Bookman*)
- Scanner w/talking word processor
- Electronic books
- Other _____

Learning/Studying

- Low-tech aids to find materials (i.e., *index tabs*, *color coded folders*)
- Highlight text (e.g., *markers*, *highlight tape*, *ruler*, etc.)
- Voice output reminders for assignments, steps of task, etc.
- Software for manipulation of objects/concept development (e.g., *Blocks in Motion*, *Toy Store*) — may use alternate input device, (e.g., *switch*, *touch window*)

- Software for organization of ideas and studying
(e.g., *Inspiration, Claris Works Outline, PowerPoint, etc.*)
- Recorded material (*books on tape, taped lectures with number-coded index, etc.*)
- Other _____

Math

- Abacus/math line
- Calculator/calculator w/print out
- Talking calculator
- Calculator w/large keys and/or large LCD print
- On-screen calculator
- Software with templates for math computation
(may use adapted input methods)
- Tactile/voice output measuring devices
(e.g., *clock, ruler*)
- Other _____

Activities of Daily Living (ADLs)

- Adaptive eating devices (e.g., *foam handle on utensil*)
- Adaptive drinking devices (e.g., *cup with cut out rim*)
- Adaptive dressing equipment (e.g., *button hook, reacher*)
- Other _____

Mobility

- Walker
- Grab rails
- Manual wheelchair
- Powered mobility toy (e.g., *Cooper Car, GoBot*)
- Powered wheelchair w/joystick, head switch or sip/puff control
- Other _____

Environmental Control

- Light switch extension
- Use of powerlink and switch to turn on electrical appliances (e.g., *radio, fan, blender, etc.*)
- Radio/ultra sound/remote-controlled appliances
- Other _____

Positioning and Seating

- Non-slip surface on chair (e.g., *Dycem*)
- Bolster, rolled towel, blocks for feet
- Adapted/alternate chair, side lyer, stander
- Custom-fitted wheelchair or insert
- Other _____

Vision

- Eye glasses
- Magnifier
- Large print books
- Screen magnifier (mounted over screen)
- Screen color contrast (e.g., *CloseView*)
- Screen magnification software
(e.g., *CloseView, Zoom Text*)
- CCTV (closed circuit television)
- Screen reader (e.g., *OutSpoken*)
- Braille keyboard and note taker (e.g., *Braille N Speak*)
- Braille translation software
- Braille printer
- Other _____

Hearing

- Hearing aid
- Classroom amplification
- Captioning
- Signaling device (e.g., *vibrating pager*)
- TDD/TTY for phone access
- Screen flash for alert signals on computer
- Other _____

Comments: _____



EXHIBIT 7.3

Making Connections to One-Stops

What can One-Stops do for youth?

One-Stop Centers can provide youth with valuable resources that will help them:

- Obtain information about careers in their local community and skills required for a wide variety of occupations.
- Develop important work skills such as conducting job searches, writing resumes, preparing for interviews.
- Access information and opportunities for work-based experience through internships, summer work programs, apprenticeships, and mentoring.
- Identify community resources that can help them plan and meet their transition goals.

Information Online

There is a lot of information about One-Stop Centers on the Internet.

- The U.S. Workforce Web site for information about the Workforce Investment Act and how to find One-Stop Centers in any state (www.doleta.gov/)
- America's Service Locator for finding One-Stop Centers (www.servicelocator.org)
- Employment and Training Administration Web site for information related to services for people with disabilities, including One-Stop Centers. (www.doleta.gov/usworkforce/resources/disability.asp)

Source: National Collaborative on Workforce and Disability/Youth Information Brief; Issue 3, September 2002. Available online: www.ncwdyouth.info/assets/info_briefs/infobrief_issue3.pdf







EXHIBIT 7.4

One-Stops: Getting Involved in Transition

One-Stop systems can assist with the transition process by providing quality, universally accessible services for all young people, by considering the needs of young people with disabilities in the design and delivery of such services, and by providing support and assistance as needed by young people with disabilities as they use One-Stop services.

In addition, One-Stop systems can be involved in the transition process by:

- Helpfully responding to requests – One-Stop Centers can be involved in transition simply by giving helpful responses to requests for assistance by individuals involved in transition planning. As part of the transition to adult life, One-Stop Centers should expect that educators, students with disabilities, and parents will make contact with the Center to discuss the availability of local employment and training services. Be prepared with information and ideas for these youth.
- Actively seeking involvement – One-Stop systems may wish to participate in transition activities beyond responding to requests for assistance, through actively seeking involvement. There is even the possibility that One-Stops could access additional funding for more active involvement in the transition process. The following are some ways to learn about opportunities for more active involvement by One-Stop Centers in transition services.
 - 1) Contact schools. Contact your local school or school district’s department of special education and ask to talk to the person in charge of the transition of students with disabilities in the school or district. (This individual could be the special education director, vocational staff, rehabilitation staff, etc.) Discuss how One-Stops might be involved in transition activities.
 - 2) Find out if services are subcontracted. Find out if the local school or district is subcontracting vocational assessment and job placement services, and the possibilities for the One-Stop system to be involved in providing such services.
 - 3) Contact transition teams. Some communities have developed community-level transition teams. These groups are known by such names as “community transition teams,” “interagency community councils,” and “local transition advisory groups.” If such teams exist, meet with them to discuss possible roles for the One-Stop system in transition.
 - 4) Contact parent groups. Parent groups can be good vehicles for involvement in transition. Many communities have parent groups and organizations focused on the needs of their children with disabilities. Each state has a Parent Teaching and Information Center (PTI) that may be a source of contacts. If you don’t know how to get in touch with your state’s PTI, contact the National Information Center for Children and Youth with Disabilities–(NICHCY).

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- 5) Examine existing interagency agreements. IDEA is clear on the need for interagency linkages at higher levels, beyond individual agency-to-school staff contacts. “Each State Plan for special education sets forth policies and procedures for developing and implementing interagency agreements between the State Education Agency (SEA) and all other State and local agencies that provide or pay for services with children with disabilities” (NICHCY, 1999). A state or local interagency agreement may already exist between the public Vocational Rehabilitation (VR) system (a One-Stop partner), the public education agency, and/or the workforce investment system, and the state or district-level education agency. If such agreements exist, find out what mechanisms, parameters, and requirements exist for One-Stops to be involved in transition services via these linkages.
 - 6) Involve the LWIB or youth council. Explore One-Stop Center involvement in transition activities via the Local Workforce Investment Board (LWIB) or youth council, which must include education officials.
 - 7) Make additional contacts. Get in touch with the National Transition Alliance and other organizations listed in the resource section to find out more about transition and about contacts for your local area.

Source: Adapted from National Center on Workforce and Disability, Institute for Community Inclusion, University of Massachusetts Boston. Available online: www.onestops.info/article.php?article_id=82&subcat_id=28



EXHIBIT 7.5

Electronic Course, Career, and College Planning

Matt Conroy, Brevard County, FL

AN ELECTRONIC COURSE, CAREER, AND COLLEGE PLANNER will help schools and guidance counselors communicate better with parents and students. The electronic planner makes a career portfolio, course or program of study, career research, college scholarship research and planning, credit checks, post-high school graduation planning, and high school course registration all one continuous process. The latter is a most significant point. Typically, most high schools do some or all of the activities listed previously, however rarely, if ever, are any, much less all of them tied directly to course registration. Consequently, students don't necessarily sign up for the classes they need for scholarships, career paths, or university admission requirements. Without making this all one process, opportunities are lost. A course, career and college electronic planner/registration tool makes this all one process! As the student selects a career area and post-high school graduation pathway, the student's program of study is printed as a worksheet to personalize to the student's individual academic level, get approval, and plan for careers, college, and scholarships. The student may select the "undecided" program of study if he/she doesn't want to pick a specific career path. The counselor or data entry clerk updates any changes to the worksheet and then the multiyear plan becomes the actual course request for course scheduling. The goal is to have EACH student initially develop a plan and then review and update his/her program of study and post-high school graduation plan with his/her parents EACH year and "individually" with his/her counselor as interests and academic status change throughout high school. The objective is to keep more kids in school to graduate, have more kids go to and "complete college," attain more college scholarships like Bright Futures, and be prepared to go to work directly after high school graduation. Brevard County has begun piloting this through High School/High Tech at Bayside and Palm Bay High Schools.

For more information about the effort and program, contact Matt Conroy at (321) 952-5900 or e-mail conroy@m@brevard.k12.fl.us



High School Course, Career, and College Plan and Registration Request Form

A complete four-year course plan will be created electronically for you. This request form is used to create a plan that you then *personalize* to your individual interests and abilities (including Honors, AP etc.). If you are an upper classmate, it will also include past courses you have completed, GPA, whether or not you have passed FCAT, along with suggested courses to take in the future. Your personalized plan then becomes your course registration. Your plan/course registration may be updated each year. Course, career, college, and scholarship links with suggested programs of study are found on the Brevard Public Schools Web site www.bhs.brevard.k12.fl.us/pbteacher

NAME _____

STUDENT ID NUMBER _____

DATE _____

POST-SECONDARY PLAN – “REQUIRED” TO CHECK ✓ “ONE” ONLY

- | | |
|--|---|
| <input type="checkbox"/> Going Directly to Work After High School | <input type="checkbox"/> 2-Year Community College Associate of Arts |
| <input type="checkbox"/> Vocational Certificate | <input type="checkbox"/> Going Directly to a 4-Year University |
| <input type="checkbox"/> 2-Year Community College Associate of Science | <input type="checkbox"/> Enter the Military |

SCHOLARSHIP PLAN – CHECK ✓ ALL BOXES THAT APPLY AND/OR FILL IN “OTHER”

- | | |
|---|---|
| <input type="checkbox"/> Florida Bright Futures | <input type="checkbox"/> “OTHER” Scholarships- Please List Below |
| __ Academic Scholars - 100% Tuition | _____ |
| __ Medallion Scholars - 75% Tuition | _____ |
| __ Gold Seal Vocational Scholars Award -75% Tuition | _____ |
| Go to www.firn.edu/doe/brfutures/home0072.htm | |
| for specific details and see your Guidance Counselor | <input type="checkbox"/> NONE |



HIGH SCHOOL COURSE, CAREER, AND COLLEGE PLAN – CHECK ✓ ONLY ONE BOX BELOW- “REQUIRED”

A booklet or brochure with types of careers in these areas is available from your guidance office. It is recommended that you establish a personal file in **Florida E Choices** at www.florida.echoices.com where you can find scholarships, specific career information, and colleges and universities that offer programs in your areas of interest. In addition, you may also see your Guidance Counselor for a booklet of sample career specialty lists by the following career areas.

- | | |
|--|---|
| <input type="checkbox"/> Architecture and Construction
__ Palm Bay High Construction and Design Academy (Vocational Choice Program)
__ BCC Air Conditioning Academy
__ BCC Residential Electrical Program | <input type="checkbox"/> Hospitality and Tourism
<input type="checkbox"/> Information Technology
<input type="checkbox"/> Law and Public Safety
__ Criminal Justice Technology Dual Enrollment program |
| <input type="checkbox"/> Agriculture and Natural Resources | <input type="checkbox"/> Manufacturing |
| <input type="checkbox"/> Arts, AV Technology & Communications | <input type="checkbox"/> Marketing Sales and Service |
| <input type="checkbox"/> Education and Training
__ Child Care Provider BCC Dual Enrollment program | <input type="checkbox"/> Science Research & Engineering |
| <input type="checkbox"/> Business Administration | <input type="checkbox"/> Transportation, Distribution & Logistics |
| <input type="checkbox"/> Finance | <input type="checkbox"/> Human Services |
| <input type="checkbox"/> Government & Public Administration | <input type="checkbox"/> “ EXPLORING The FUTURE ” (for the student who is undecided or wants to create a plan that is not otherwise available above)
__ GAPP Gifted Advanced Placement Program |
| <input type="checkbox"/> Health Science
__ Patient Care Technician BCC Dual Enrollment program | |



Sample timeline and description for registration of courses

Sample timeline and description for registration of courses using the electronic course, career and college (The 3 Cs) planner and registration program in TERMS for school years 2003 through 2007. The following timeline is inclusive of registration for current 8th grade students through current junior year students.

Dates	Who	Description
10/08/02 to 10/17/02		Default the Exploring Your Future Program of Study for all Juniors. Set all Juniors up in the TERMS registration program (panel L546). Post-secondary Plan and Scholarship Plan will be left blank. Print reports for all Juniors.
10/14/02 to 10/16/02		Guidance meeting overview of The 3C's timeline and procedures with hands-on training in the new TERMS panels Media Center Conference Room 9:00 am to 11:00 am
10/21/02 to 11/29/02		Junior Credit Checks using the TERMS Student Report for Course, Career and College Planning/Registration. The report will be completed, reviewed, corrected, and personalized in TERMS concerning the students' Program of Study, Individual Course Selections, Post-secondary Plan and Scholarship Plan. <i>(See note # 1)</i>
12/02/02 to 12/06/02		Student Request Forms (three block form: Post-secondary Plan, Scholarship Plan and Course/Career Plan) Students complete High School Course, Career and College Plan, and Registration Request forms. Completed in English classrooms for freshman and sophomores.
12/09/02 to 12/20/02		Input Student Request Forms for freshman and sophomores. Print reports.
01/06/03 to 01/31/03		Sophomore Credit Checks using the TERMS Student Report for Course, Career and College Planning/Registration. The report will be reviewed, corrected, and personalized in TERMS concerning the students' Program of Study, Individual Course Selections, Post-secondary Plan and Scholarship Plan.
02/03/03		Southwest Guidance Meeting over the 3C's procedures 2 hours
02/04 to 07/02		SWM Students complete High School Course, Career and College Plan and Registration Request Forms
02/10 to 21/03		Input 8th Grade High School Course, Career and College Plan, and Registration Request forms. Print reports.
02/24 to 28/03		8th Grade Registration and four-year High School Plan Development. Personalize the 8th grade students' report/HS program of study concerning the students' Individual Course Selections, Post-secondary Plan, and Scholarship Plan. Teachers and parents sign and approve. <i>(See note #2)</i>

continued on 7-20

Dates	Who	Description
02/03 to 28/03		Freshman Credit Checks using the TERMS Student Report for Course, Career, and College Planning/Registration. The report will be reviewed, corrected and personalized in TERMS concerning the students' Program of Study, Individual Course Selections, Post-secondary Plan, and Scholarship Plan.
March Final Registration		Print all students' updated and personalized reports. Sort by homeroom teacher. Use as course registration form with other registration materials such as the secondary program booklet. **Teachers and parents sign and approve changes.
04/07 to 18/03		Input all final requests and updates into TERMS.
04/21/03 to 05/02/03		Build master schedule.
05/05/03		Finalize master schedule.
05/23/03		Repair any conflicts.

Note #1

Each 11th grade student has the default courses in the Exploring Your Future Program of Study (POS). The students' report is now ready to be printed by alpha. Each Report/Program of Study is the Exploring Your Future Common Core POS.

The counselors can then review, discuss, and personalize each student's POS, **in the following order.**

- 1) Personalize the student's selection for his/her Career Cluster and Program of Study.
- 2) The counselor, while doing credit checks, will personalize the student's 12th grade courses from the set default/suggested courses for that POS.
- 3) The counselor will add the student's Scholarship Plan selection.
- 4) The counselor will add the student's Post-secondary Plan selection.

The printed report/POS will also include:

- * The student's GPA – both weighted and unweighted;
- * Dates that FCAT Math and Communications were passed;
- * Individual grades earned in previous courses (three attempts only will show – beyond this is on the official transcript); and
- * Adult education courses.

Note #2

(a) Each student's report/HS Program of Study includes high school graduation requirements, is focused minimally on meeting course requirements for the Gold Seal Scholarship of The Bright Futures program, and is written for the student who is planning to go directly to a four-year university as his/her post-secondary plan. The Program of Study is "Exploring Your Future," which is not focused on any specific career. It may be used to create a personal POS.

*All programs of study are defaulted without AP, Honors, or Exceptional Education Courses. These are added and changed where appropriate to all four years. The Program of Study will be reviewed and updated yearly.

(b) The students may change the career cluster and Program of Study to whatever they wish. The students must select their Post-secondary Plan and Scholarship Plan.

(c) The students will use the district secondary program booklet and specific course material provided by Bayside HS on course selection



Design Feature III – Work-Based Experiences

THIS CHAPTER EXAMINES WORK-BASED EXPERIENCES within the HS/HT program and includes site visits, job shadowing, and internships as core activities. Also included is information on entrepreneurship, an optional activity not required for affiliation. It is important to keep in mind that each of the HS/HT design features is co-dependent on each of the others. For example, successful work-based experiences are dependent upon solid preparatory experiences. In addition, youth leadership development and connecting activities (partnership building) also occur simultaneously.

Component 1: Industry site visits and tours

Industry site visits and tours typically involve a group of young people (accompanied by adult chaperones) visiting a business, industry, nonprofit organization, government agency, research facility, manufacturing plant, high-tech company, or other community venue to learn about real-life work environments. Such visits give students an overview of many facets of an industry. The itinerary for any site visit depends on student interest and the host organization's programs or facilities. Visits and tours are generally scheduled

for a few hours or one full day. No matter how long the time spent, it is crucial to work closely with the host organization's representative to develop a clear understanding of expectations and intended outcomes.

These visits can be especially enriching and motivating for students. For example, talking with a company employee may spark a student's interest in a particular occupation, while seeing a research lab in action may help another student to develop a better overall understanding of science careers and investigation methods. As an added benefit, contact with host organization representatives can be a foundation for strong, lasting relationships that may result in internships or other enrichment opportunities for youth.

Site visits provide a cost-effective and efficient means by which to expose large groups of young people to the world of work. Site visits and industry tours also provide young people with their (often) first concrete exposure to the day-to-day operations of technology jobs, increase the HS/HT program's presence within the community, and provide employers the opportunity to view young people with disabilities as potential members of the future workforce.

When coordinating site visits and industry tours:

1. Ask your industry representative to

- Provide a tour of the facility.
- Explain the responsibilities of various departments of the organization.
- Describe a typical day of an employee in the company.
- Answer questions about the site specifically and the industry in general.
- Provide an opportunity for youth to talk with a variety of employees.

2. HS/HT program operators should

- Identify the goals and learning objectives of the visit.
- Create an interesting and enriching visit for young people.
- Relate the visit to high-tech careers.
- Mesh the visit with other program components.
- Create an itinerary including time required (door to door) and lunch or refreshment necessities.
- Decide how many participants can be accommodated on the visit.
- Arrange overnight accommodations if necessary.
- Conduct an accessibility assessment to make sure the site is “disability friendly.”

“When DeKalb County, GA, started its third year in the HS/HT program, the most popular site visit was to the local technical schools. In the spring of 2001, 40 students were taken on an all-day tour of two technical schools where they were shown the programs – and entrance requirements were explained. The youth came away with new hope for future education! Several had all but given up on school until they saw what was available at the local technical schools.”

—Ted Seissen, Coordinator
HS/HT DeKalb, GA

EXAMPLES OF HS/HT SITE VISITS AND INDUSTRY TOURS

- Medical technology facilities at hospitals
- Science and natural history museums
 - Planetariums and observatories
 - Aerospace firms
 - Medical instrument manufacturing companies
 - Electric utility companies
 - Bank data centers
 - Chemical manufacturing plants
 - Biomedical research firms
 - Agricultural research facilities
 - Marine research facilities
 - Technology training institutes
 - Universities
 - NASA space flight facilities
 - Computerized libraries
 - Private research and development laboratories
 - Government laboratories and research facilities

- Coordinate transportation and chaperones.
- Plan an evaluation of the visit.

3. HS/HT participants should

- Research the company (industry) in advance and develop a list of relevant questions.
- Articulate the purpose of the site visit as well as appropriate rules for behavior.

The possibilities for HS/HT site visits should start in your community or region. If some youth are interested in careers not available within your geographic location, consideration should be given to developing a field trip—even for one youth if he or she has taken responsibility for researching the career, etc. This will require working with the parents, and perhaps finding funds for a scholarship, etc. In the spirit of HS/HT, geography should not be limiting, if at all possible.

Component 2: Job shadowing

Job shadowing is a motivating activity designed to give youth an up-close look at the world of work and to bridge the gap between academics and the adult world. During a job shadow, students accompany employees as they do their work to learn about an occupation or industry. Job shadowing gives students the opportunity to explore various facets of a career field and can help the student select or narrow his or her career focus. A job shadow is a good way to team an experienced worker with a student and to provide students with role models. Often times, job shadows can lead to internships or mentoring opportunities.

“Job shadow site locations are very much student driven, that is, based on their interests. A suitable job shadow host is sought using a wide array of methods, including personal and professional contacts already in place, colleague support, cold calling, and most recently, having the student begin the search for a job shadow host themselves.”

—Kevin Hickey, JVS, San Francisco, CA

Job shadowing is one of the most powerful work-based learning experiences available to students. Job shadow experiences allow for close observations of one or more workers performing regular duties and tasks in the actual work environment. Opportunities are generally provided for youth to ask related questions as long as they do not disrupt adult workers' normal work processes. Youth should be required to note different aspects of the workers' activities and performance so they can be discussed during follow-up or debriefing meetings with other HS/HT participants and program operators.

When setting up job shadowing experiences, be sure to delineate for all parties involved the expectations of the activity, such as ensuring that the youth observe actual work and not just tour a facility. Remember, job shadowing is a valuable way for a student to gain closer insight into a particular technical job or a facet of that job.

When coordinating job shadow opportunities:

1. Ask the business or community partner to

- Explain to the HS/HT program staff what will be observed.
- Clarify logistics, responsibilities, safety, health, security, and/or confidentiality issues related to the employment site with the program staff.
- Identify an employee who wishes to provide the job shadow experience.
- Brief that employee on the goals of the activity.
- Ensure the employee will be doing something from which the youth can see and learn.

2. HS/HT program operators should

- Coordinate the job shadow with the business or community partner.
- Take care of administrative details for the work-based learning experience (abiding by any federal, state, and/or local policies, requirements and reg-

GROUNDHOG JOB SHADOW DAY

For the past several years, the Department of Education has participated in Groundhog Job Shadow Day to give students an up-close look at the world of work. Job Shadowing 2002 was a joint project by a coalition that includes America's Promise – The Alliance for Youth, Junior Achievement and the Society for Human Resource Management. Beginning with a yearly nationwide kickoff, Groundhog Shadowing Day continues throughout the school year. Students across America “shadow” workplace mentors as they go through a normal day on the job. The students get to see firsthand how the skills learned in school relate to the workplace. Job Shadowing Day is led by the National Job Shadow Coalition and is supported through a national sponsorship by Monster.com and co-sponsorship by News Corporation.

SAMPLE JOB SHADOW QUESTIONS FOR STUDENTS

1. What is your title or position?
2. What are your responsibilities in this position?
3. How are technology, computers, and electronics used in your job?
4. What training, education, and experience do you have?
5. What is your work environment like? Stressful? Laid back?
6. What is the hardest part of your job?
7. What do you like the most about your job?
8. What do you like least about your job?
9. What do you think makes you successful at your job?
10. What suggestions do you have for someone who wanted to get a job like yours?

Source: JVS, HS/HT San Francisco, CA

ulations). Check with your local Chamber of Commerce or school district for this information.

- Design activities that relate academic content to the site visit.
- Prepare the students in advance by clarifying and reviewing any logistics, responsibilities, safety, health, security, and/or confidentiality issues.
- Arrange for transportation.

3. HS/HT program participants should

- Provide a positive attitude and a commitment to learning more about the targeted job being observed.
- Ask questions (see box).
- Write a letter of thanks to the individual shadowed.

Time commitment

Generally, a job shadow will last from three to six hours in the course of one day. In addition, the person coordinating the job shadow may expect to spend two to five hours helping to arrange the job shadow. This time may include speaking to department heads, supervisors, and employees within the organization about the job shadow; reviewing details with the school staff coordinator; and preparing any pertinent background information.

Component 3: Internships

Internships are situations in which students work for an employer for a specific period to learn about a particular industry or occupation. Activities in the workplace may include special projects, a sample of tasks from different jobs, or tasks from one specific job. Internships provide opportunities for youth to obtain direct exposure to different careers in a structured paid or unpaid work setting. In addition, they provide a structured work experience for youth in a career field that is of interest to them. Although internships are usually short-term, typically lasting for a few weeks to a few months, youth benefit by developing an understanding of what is required to be a successful employee.

"I find employers in the nonprofit sector to be very receptive to internship possibilities. I believe there is a wealth of appropriate technology and science experiences to be garnered in nonprofit organizations."

—Kevin Hickey, JVS, San Francisco, CA

Developing and monitoring internships require a significant investment of time, but as noted in the research section, such exposure is one of the most important predictors of success after school.

Paid and unpaid internship experiences are an ongoing, regular component of career development in the HS/HT program. Internships can help develop or confirm a youth's high-tech career goal in an area that matches his or her interests; increase the youth's self-esteem as a worker; develop an awareness of work culture expectations in business or industry

environments; assist a young person to determine the type and level of education/training he or she will need after high school; and provide an opportunity to learn new skills and gain work experience. No two HS/HT internship programs are alike.

To develop effective internships for HS/HT, you will need to

- Establish criteria for students' participation in both paid and unpaid internships. For example paid internships could be reserved for participants who have shown responsibility by attending regularly, maintaining a specific grade average, etc.
- Institute criteria that explain differences between paid and unpaid internships and the order of internships (for example, successfully completing an unpaid internship before becoming eligible for a paid internship).
- Identify students who will participate.
- Advise students of the internship opportunities and help them to select options they will find stimulating and relevant to their interests. Remember that the quality of the work activity is paramount.

COX Communications, a community-friendly cable company in Gainesville, FL, has partnered with the Alachua County HS/HT program since 2000. The first summer of internships, COX offered three positions for summer internships. One of the HS/HT students was so successful in his position, he was invited to stay beyond the 120 hours of paid internship work – and work the entire summer. Because of the success of these three students, three additional students were invited back for the next summer.

COX invited one student back for National Disability Mentoring Day so he would have the opportunity to learn more about the organization. They also expressed an interest in hiring him after he graduated. COX made it clear that he would qualify for tuition reimbursement. That is, after six months of work, he would be eligible for a full tuition reimbursement benefit.

–Alachua County, FL

- Get a sample Memorandum of Understanding (MOU) from the local Chamber, school-based partnership, or Vocational Technical Center and adjust it accordingly. (See Exhibit 4.3 for further information about MOUs.)
- Educate work supervisors at the internship sites about the High School/High Tech program and the goals of the internship program. This might be accomplished through one-on-one meetings with the employers or by holding a breakfast meeting, for example.
- Ask the young person, his or her parents, and the employer to complete a letter of agreement specifying the terms of the internship. (See Exhibit 8.2 for a sample.)
- Communicate with the employer and youth during the course of the internship to monitor the youth's progress and satisfaction. A work log could be used to gather information about weekly activities.
- Celebrate accomplishments and employer's contributions. For example, host an appreciation breakfast or lunch to recognize and thank the youth and employers.
- Send thank-you letters to key personnel at the worksites and encourage interns to send letters as well.
- Develop methods to evaluate the internship from the youth's, parent's, and employer's perspective. Evaluation data could be gathered using student/employer evaluation and feedback forms. (See Exhibits 8.4 through 8.8 for sample forms.)
- Analyze the evaluation data, share with advisory council and partners, and make changes or improvements where needed.

Some additional strategies for developing HS/HT internships:

1. Ask the business or community partner to

- Explain to the HS/HT program staff the various areas and departments of the organization.
- Identify what would be available and appropriate for an internship.

- Identify and provide training to youth on any logistics, responsibilities, safety, health, confidentiality, and/or security issues related to this experience.
- Establish what the student will do and what the expected outcomes will be.
- Instruct, supervise, support, and evaluate the youth during the internship.
- Involve the union (if any) in planning.

2. HS/HT program operators should

- Coordinate the internship with the business or community partner.
- Take care of administrative details for the internship experience, making sure to attend to any federal, state, and/or local policies, regulations, and/or requirements.
- Work with the employer and youth to set clear objectives for the internship.
- Prepare the youth in advance by reviewing any logistics, responsibilities, safety, health, confidentiality, and/or security concerns.

Here are some of the exciting internship areas HS/HT young participants have explored over the years:

- Computer Support
- Computer Tutoring
- Web Development/Design
- Marketing Research Analysis
 - Software Development
 - Interactive Multimedia
- Computer Aided Design
 - Software Technology
 - Photography
 - Virtual Reality
 - Graphic Design
- Computer, Administration & Engineering
 - Monitoring Systems
 - Physics
 - Lab and Field Activities
 - Copywriting and Editing

One of our interns taught American Sign Language classes to our crewmembers who worked at Kennedy Space Center Visitor Center (KSCVC). In addition, she helped guide and interpret for several groups who were deaf or hard of hearing. A few of our other “super stars” supported our marketing department and led various TV and news crews around the complex. Finally, one of the interns interested in chemical engineering and attending FIT (Florida Institute of Technology) helped us with a variety of computer assignments. She also took a site visit to meet a Space Shuttle engineer at KSC and spoke with him about what types of jobs are conducted at KSC in order to launch a shuttle...in addition to speaking to him about research and development.

—Kennedy Space Center Visitor’s Center, FL

- Assist youth to connect their workplace experience to their coursework.
- Provide support to the youth and employer by being a program-based mentor.
- Assist the youth in arranging transportation.

3. HS/HT participants should

- Sign a formal agreement stipulating the rules, behaviors, dress, and task expectations of the worksite.
- Request assistance from the designated supervisor as needed.
- View themselves as employees with the responsibilities and consequences associated thereto.

Time commitment

An internship may last anywhere from 3 to 18 weeks. In addition, the person coordinating the internship for the organization may spend time to establish the objectives of the experience. This may include speaking to department heads, supervisors, and employees within the organization about the internship; reviewing details with the school staff coordinator; preparing any pertinent background information; and mentoring the youth.

Internship experiences

Summer is a logical time to organize both unpaid and paid internships, though they can occur throughout the year — particularly if your site serves a large number of out-of-school youth, if students are in a school that uses block scheduling, or if the internship is a part of a career-technical education program of study. The internship duration varies depending on the number of hours worked each week and the worker’s and internship supervisor’s preferences. Ideally, the young person should work at least 25 hours per week during the course of the internship, for a minimum of six weeks. Selection of an internship should be made by the youth, in consultation with the HS/HT program operator.

“AFLAC welcomes the opportunity to participate in the HS/HT program. We recognize the possibilities of this program and the valuable service it provides to the...community. Productive work is an essential part of having positive self-esteem and promotes independence in young adults. We consider this an investment in the community and in our youth. We do not want to miss the unique opportunity to...help a young adult explore their professional options and encourage them to aspire to achieve more than they might otherwise have dared to dream. They come in just as any other employee...and do a class act job.”

—Second Vice President, AFLAC

Internships should be a coordinated effort of employers, youth, and program management. In many sites, youth apply for and are interviewed for the position just as they would for any employment opportunity. When helping young people to identify and select internship opportunities, remember that the quality of the work activity is more important than the quantity of work experience. In most cases, the young person will be working at the employer’s worksite, although telecommuting from home may be a viable option in some situations.

Questions to consider when establishing and maintaining paid internships:

1. How will you fund your internship program?

Funding internship programs can be a challenge, and considerable time and effort may be needed to secure adequate funding. Typically, programs are funded by multiple sources, which may change from year to year. Possible sources of funding include WIA; stipends from the employers; wages paid by employers, United Way, nonprofit organizations, and federal, state, and local grants dealing with workforce development; special education transition programs; career education; and youth employment programs. Be sure you understand the terms and conditions under which funds are provided before accepting them. For example, some funders may restrict money for student wages to internships at government agencies or nonprofits.

2. How will you develop work opportunities? When looking for placement sites, consider contacting large organizations or government agencies that eventually may be able to offer paid employment to more than one student; organizations that have been involved with other aspects of HS/HT (for example, by participating in your local advisory committee, hosting a worksite visit, or speaking at one of your workshops); and organizations with which project staff may have an existing relationship. Also, bear in mind that funding sources may stipulate specific parameters of internship sites.

“What you saw in him is a growth from being told what to do at the outset to someone who was responsible and able to carry out his duties with little supervision.”

—Vice President, Public Relations
Greater Columbus GA Chamber of Commerce,
discussing his HS/HT intern

3. How will you select workers for each employment site? Establish your requirements for paid internships. For example, will you require each participant to have completed the junior year, participated in other HS/HT components, maintained a specific grade point average, toured the worksite, prepared a resume, or completed specified forms (applications, interest surveys, etc.)? Also consider whether

prospective participants will need to interview with the employers. Some HS/HT projects have decided not to allow employers to interview and select students because this process can prove to be logistically difficult, especially as the internship component grows. In lieu of interviews, project staff might assess each student's interests and logistical situation, and then (with the student's input) make assignments. Other sites consider internships a precursor to employment and consider the interview an important part of this experience.

AN INTERNSHIP CONTRACT SHOULD INCLUDE:

1. The terms of the internship, including days per week, hours per day, duties assigned and/or training activities, wages if any, supervisor's name, clothing or safety gear required, site location, HS/HT reporting requirements, etc.
2. The responsible party for liability/workers compensation coverage, transportation, etc.
3. Relevant portions of child labor laws and the Fair Labor Standards Act.
4. Sign offs by the employer and/or supervisor, HS/HT site, student and parent, if needed.

4. How will you orient participants? Project staff should orient participants to the goals and expectations of the internships and introduce them to their assignments. Consider developing a handbook for participants and holding a seminar to discuss the internship program before assignments are made. You might also arrange for youth to meet their supervisors at the worksite before the internships begin, or coordinate a worksite tour to assist young people needing assistance with orientation and mobility.

5. Will you be involved in providing transportation? Some HS/HT programs offer transportation to internship participants. This may be particularly important if public transportation is not an option. If you decide to provide transportation, be sure to include it as a line item in your budget. However, this is one area where it is important to empower students to find the best mode of transportation for them. This is a step toward increased independence.

6. How will you handle liability issues? Safety and liability are major concerns of all partners in any community-based work experience program, and HS/HT is no exception. Liability laws and coverage will vary across jurisdictions and from company to company. Coverage will also vary according to the type of experience, such as job shadowing and site visits, volunteer positions, internships, and actual employment at prevailing wages. (Generally, an advantage of paid internships is that worker's compensation and liability coverage is provided by the employer.) Therefore, it is critical that the program coordinator research these issues locally. There are three good places to begin: the school district, a local WIB office, or a Chamber of Commerce that is active in business/education initiatives. The Wage and Hour Division of the state Department of Labor will also have information.

7. How will you monitor progress and evaluate the success of the internship experience? The frequency and intensity of monitoring is a function of the participant's feelings of self-confidence and need for instruction, the employer's satisfaction, and the staff's judgment. At a minimum, ask each participant or supervisor to complete a weekly activity report. At the completion of the internship, ask each participant, parent, and supervisor to complete a form evaluating the overall employment experience.

Encourage the development of workplace mentors

Internship programs often generate both formal and informal workplace mentors. A formal mentor relationship requires a pre-assigned match (see Chapter 7, Connecting Activities). Informal mentor relationships tend to be established at the worksite and may be coordinated by the employer for the duration of the internship. They may also be unprompted, more naturally occurring relationships that develop without direct, guided involvement from the HS/HT program operator. These relationships may be based on work or non-work issues and develop from casual relationships and interactions. Many informal workplace mentor relationships occur when those on the job site choose to "look after" a young person – to make sure the youth's work-related experience is both enjoyable and instructive. These relationships can be thought of as

“natural supports” in the workplace. Natural supports help to create opportunities for learning and assimilation to the workplace, while allowing the youth to assume greater responsibility and become more independent.

Internship benefits for youth:

- Learn skills, including computer skills, directly related to high tech jobs;
- Gain self-confidence;
- Earn a paycheck, often for the first time, and learn to manage money earned;
- Gain an understanding of the benefits of work and how individual effort contributes to a common goal;
- Learn to use public transportation or to travel independently;
- Develop a resume and obtain recommendations;
- Learn about the importance of punctuality, appropriate attire, and professional behavior;
- Establish relationships that may lead to internships and permanent or future employment;
- Meet people who are successful in their technology careers;
- Receive feedback from supervisors and co-workers about college choices and future training plans; and
- Connect with workers who have disabilities.

Internship benefits for employers:

- Provide assistance for permanent staff on projects;
- Undertake projects postponed for lack of time and/or staff;
- Develop awareness about the potential for youth with disabilities to be successful, productive workers;
- Increase the organization’s overall comfort with persons with disabilities;
- Improve understanding of reasonable accommodations in the workplace; and

- Fulfill a corporate community responsibility role.

Internship benefits for partnering funding sources:

- Increase awareness about the capabilities of youth with disabilities;
- Gain information about individual participants’ skills and achievements; and
- Develop a better understanding of the academic and work-related requirements of the business community, particularly high-tech employers.

(Source: Goddard/NASA Space Flight Center/UCP Prince George’s & Montgomery County (MD) and the National Employer Leadership Council)

Optional component: Entrepreneurship

CHARACTERISTICS OF SUCCESSFUL ENTREPRENEURS

- Confident
- Independent
- Individualistic
- Optimistic
- Able to lead
- Innovative
- Creative
- Resourceful
- Versatile
- Flexible
- Responsive to constructive criticism
- Get along well with others
- Organized
- Task-oriented
- Profit-oriented
- Persistent
- Determined
- Energetic
- Able to take risks
- Enjoy challenges
- Able to embrace chaos
- Able to orchestrate work and people

An entrepreneurial venture may be an optional activity for some HS/HT participants. (Optional in this context means it is not a required activity for affiliation.)

A program-sponsored small business is an opportunity for youth to learn entrepreneurial and organizational skills. Young people create and operate a small business often with a consultant from the local business community, through Junior Achievement, or under the auspices of a school-based enterprise in retail, construction, hospitality, and a variety of other careers. Although there are many enterprises developed without the assistance of business, this support is invaluable to youth. In thinking ahead to leadership development

activities, business consultants can also serve as role models and mentors.

A program-sponsored small business has the potential of linking students, curriculum, and the world of work. A HS/HT small business is a work-based learning opportunity in which a group of youth produces goods or services for sale, participates in multiple aspects of a business, and relates service and production activities to academics.

A HS/HT program-based small business provides “real world” experience in which youth play key roles as they produce and deliver products and services. The scope and complexity of business are limitless, ranging from computer graphics to Web design. Properly designed, a HS/HT entrepreneurial venture can effectively teach youth both academic and work-related skills. As young entrepreneurs design and operate a business, they learn and apply academics

ENTREPRENEURIAL SUCCESS

At the Work Resource Center in Cincinnati, Ohio, HS/HT students have teamed up with adult learners to create a successful business, the Fish and Flower Project. Fish and Flowers began over a year ago when participants in WRC’s SmartLab began learning about hydroponics and aquaponics. Through research on the Internet and at local gardening centers and aquarium stores, the students decided to combine the two areas and came up with a product they call “Fish and Flower,” a vase with a fish and plant that together live in a symbiotic relationship. In order to participate in the Fish and Flowers program, students develop a business plan that includes researching prices of materials, creating a timeline, and marketing their product. All products are sold on a donation basis and proceeds go back toward the hydroponics lab. Jennifer Jones, SmartLab Services Coordinator, credits the success of the program to peer-to-peer teaching, which is the ultimate goal. Through the project, the students hone their skills in the areas of researching, keeping spreadsheets, working under a deadline, performing customer service, and working with a diverse team.

—Jennifer Johnson, Cincinnati HS/HT

while practicing leadership, teamwork, problem solving, and analytic thinking skills. Their collective and individual performance has a decisive impact on the business’ operation.

1. If you choose to work with an outside business or community partner to support your business, identify an individual who is willing to

- Consult with the HS/HT program on running a business in a school environment and on a school schedule.
- Describe the basic management skills necessary to running the identified business.
- Assist the HS/HT program operator and youth in learning about the industry.
- Collaborate with HS/HT staff to determine the participation of students in the program-based enterprise.
- Serve as a resource for HS/HT staff.

2. HS/HT staff will

- Assist youth to research appropriate and interesting business opportunities.
- Locate start-up funding to get entrepreneurial activities up and running.
- Find staff (paid or volunteer).
- Connect the activities outlined in developing the business to the student’s academic program.
- Maintain ongoing communication with any employer partners.
- Identify and assist in the development of training on safety, health, and/or security concerns.

Time commitment

Time will depend on the nature of the program-based enterprise being developed. Certainly, the HS/HT staff assigned to the program-based enterprise will need to work within the school schedule. Given the nature of the business and its location, it may not be possible to run the business year-round. It will be very important to clearly define the extent and hours of the business.

Young people who work in small-business entrepreneurship learn and apply a myriad of business skills that employers seek in new applicants. For example, youth

- Use current technology found in many businesses (spreadsheets, databases, online sales).
- Become familiar with real-world business practices (e.g., ordering supplies, controlling inventory, implementing standard accounting and money management practices, developing and carrying out marketing/advertising strategies, developing and maintaining positive customer relations).
- Learn and implement quality control procedures as applied both to the product/service and to the mathematical, written, and verbal processes used for operation.
- Form, sustain, and work within teams.
- Supervise and provide feedback about the performance of others.
- Communicate effectively with a wide range of individuals, including peers as well as adults in the community.
- Make key decisions regarding products/services.
- Conduct marketing and feasibility studies.
- Work with HS/HT staff and local business leaders to create business plans.
- Develop governing structure, personnel policies, and hiring policies, practices, and procedures.
- Screen, interview, and select new/additional participants.
- Help design incentive structures for participating students.
- Determine how, when, and by whom the product/service will be produced and delivered (including costs, price structures, production, advertising, and distribution).
- Deal effectively and appropriately with the myriad of interpersonal, communication, scheduling, and other issues inherent in a new business venture.

Adapted from Hull, 2000; Rahm, 1995; Stern, 1994.

Getting organized

Addressing the following aspects will help you create exciting and rewarding work-based opportunities and experiences for HS/HT participants.

- **Familiarize** yourself with your local labor market statistics and the technology employment opportunities in your community.
- **Contact** business leaders in your community through organizations such as the local Chamber of Commerce, Rotary Club, Business Leadership Network (BLN), Society for Human Resource Management (SHRM), American Society for Training and Development (ASTD), and industry associations such as the Information Technology Association of America. Ask them:
 - What the key information technology basic skills requirements are for most of their businesses.
 - What their preferred process is for establishing a partnership with education and training programs.
 - What they would expect from the partnership.
- **Team** with career and technology coordinators in your local public schools to pool your work-based/job search partnering resources.
- **Familiarize** yourself with the local business media to seek potential work-based partnerships and publicity.
- **Seek** a variety of employer partners that represent a diverse range of companies (large corporations, small business, self-employment situations, private companies, non-profits, government, etc.)
- **Evaluate** the disability-friendliness of potential employer partners. Is the building physically accessible? Is Braille on the elevator panels? Has the organization offered disability awareness training to staff?
- **Provide** employers with information about working with youth with disabilities (e.g. tax incentives, etc.) that can be obtained from your local Business Leadership Network (BLN) or One-Stop Career Center.

Two-year work-based experience timeline of activity

The following monthly timeline of HS/HT work-based experience activities is meant solely as a guide or starting point for planning activities. It is by no means etched in stone. Your plans will depend on the availability of your local resources as well as the direct needs of your HS/HT participants. Two months have been highlighted under job shadowing/mentoring – October and February – simply to bring your attention to two nationally sponsored events (Groundhog Job Shadowing Day and National Disability Mentoring Day). However, job shadowing should be encouraged after the first six months of the project – the more exposure the better.

MONTH

	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	
Site Visits		•		•				•						•				•							•
Job Shadowing		•				•								•				•							•
Internships																									
Paid									•					•				•							•
Unpaid									•					•				•							•
Optional Activity																									
Entrepreneurship			•						•					•				•							•





EXHIBIT 8.1

Supporting Research: Work-Based Experiences

THERE ARE MANY EFFECTIVE STRATEGIES HS/HT PROGRAM operators may employ to provide youth with meaningful work-based experiences. Moving outside of traditional classroom settings to community and workplace environments is an invaluable experiential component of career development for young people, regardless of whether they have disabilities. A number of studies about effective strategies to improve post-secondary outcomes for youth with disabilities have emphasized the importance of providing students with work-based learning experiences and opportunities. In addition, a number of proven and promising work-based experiences that have been shown to strengthen the relationship between educational experiences and adult world employment expectations include site visits, job shadows, and paid and unpaid internships, as well as other activities such as entrepreneurial opportunities and apprenticeships.

There has been considerable attention given to transition planning and the post-secondary outcomes of youth with disabilities since the enactment and subsequent reauthorization of the IDEA. An examination of the post-secondary outcomes of youth with disabilities indicates legislative initiatives have yet to achieve their intended impact (Luecking & Fabian, 2000). Persistently low employment rates continue to be experienced by youth with disabilities as they exit secondary schools.

If youth with disabilities are to develop the knowledge and skills that enable them to be fully enfranchised within the workforce, they need full, meaningful, and equitable access to opportunities offered by high-quality work-based experiences established to prepare all students for careers. Substantial evidence supports the value of work experience as a critical educational intervention that is effective in improving the post-secondary employment of youth with disabilities. Some experts call for expanded work experience opportunities in high school for all youth (Benz & Lindstrom, 1997). Goldberger and Kasis (1996) highlight several benefits of work-based learning: (a)

providing an authentic laboratory for developing and exercising complex problem solving skills; (b) providing a reality check about different types of work settings and work roles; (c) providing an appreciation for the importance of learning as an aspect of what work is about; and (d) assisting in the development of youth contacts with employers, mentors, and career pathways, which provide support and possible job connections.

Substantial evidence exists to support the value of work experience as a critical educational intervention effective in improving the post-secondary employment of youth with disabilities (Blackorby & Wagnor, 1996; Colley & Jamison, 1998; Kohler, 1993; Kohler & Rusch, 1995; Luecking & Fabian, 2000; Morningstar, 1997; Rogan, 1997; Wehman, 1996).

Much has been learned about using the environment to enhance and solidify learning. A growing body of research has suggested that training in context is important for skills to be useful and maintained over time in work and community settings (Bransford et al., 1999; Clark, 1994; Gaylord-Ross & Holovet, 1985; Halpern, 1992; McDonnell et al., 1997; Snell & Brown, 1993). Based on the analysis of several career and technical education programs that served and graduated youth with disabilities, Phelps (1992) concluded that effective approaches to contextual learning for students with disabilities include the following elements: (a) providing students with teamwork or cooperative learning experiences comparable to those they would encounter in community or work settings; (b) increasing the meaning of academic learning through real-world applications; and (c) using experiential learning (e.g., job shadowing experiences, school-supervised work experiences, internships) to connect school- and work-based learning.

The extent to which youth with disabilities participate and succeed in post-secondary education is also directly related to well-established and systematic

work-based experiences instituted throughout a school career. Findings by Wagner et al. (1993) suggest that youth participation in work-based learning experiences holds high promise for improving secondary school performance and post-secondary outcomes. Other research supports including: (a) school-supervised work experience programs with varying amounts of on-site training in community employment sites and assessments of student performance across a range of training alternatives (Benz, Yovanoff, & Doren, 1997; DeStefano & Wermuth, 1992; Kregel & Wehman, 1996; McDonnell, Ferguson, & Mathot-Bucker, 1992; Phelps & Hanley-Maxwell, 1997; Phelps & Wermuth, 1992); (b) part-time paying jobs during the school year and summer that are coordinated directly with instructional and career exploration goals for individual students (Benz & Halpern, 1993; Benz et al., 1997; Fourqurean & LaCourt, 1991; Phelps & Wermuth, 1992; Scuccimarra & Speece, 1990; Sitlington & Frank, 1990); and (c) structured internship experiences that have been found to be beneficial for youth with disabilities regardless of their demographic characteristics, disability type and severity, and educational placement (Luecking & Fabian, 2000). Evaluations of the effects of internships on youth outcomes reveal an increase in technical competence and a better understanding of how the academic concepts the students were learning in school were related to their work experiences (Wang & Owens, 1995 a & b).

As this review of the research literature indicates, a number of studies about effective strategies to improve post-secondary outcomes for youth with disabilities have emphasized the importance of providing students with work-based learning experiences and opportunities. Proven and promising work-based experiences have been shown to strengthen the relationship between educational experiences and adult world employment expectations. Overall, it appears reasonable to say that approaches to career and technical education that integrate work-based learning with traditional academics typically have a positive effect on the educational, attitudinal, and employment outcomes of youth (Wonocott, 2002).





Sample Internship Learning Contract

This commitment must be read, understood, and signed by the intern and the supervisor. It will also be signed by HS/HT staff and the parent, if appropriate, to ensure that all parties concur with the goals and expectations of the internship. (Please attach additional sheets if necessary.)

Name of Student: _____

Company or Organization: _____ Dept. _____

Address of Internship Location: _____

Name of Contact Person: _____ Title: _____

Telephone: _____ Fax: _____ E-mail: _____

The internship is set up for a minimum of ____ hours [per week? per day? Per month?]

Internship Schedule:

Begins ___/___/___ Ends ___/___/___ Planned Absences: _____

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

The student will report to

Name: _____ Title: _____

Internship Goals/Learning Objectives:

1. _____
2. _____
3. _____

General Responsibilities and Duties:

Specific Projects and Products:

Student:

I, _____, agree to the following expectations:

1. To attend regularly and on time in my assigned internship.
2. To conform to the regulations of the organization in which I am interning.
3. To notify my supervisor on days that I will be absent.
4. To notify my HS/HT program operator if any problems or concerns arise.

Supervisor:

I, _____, agree to provide the following:

1. Assignments and duties that constitute a learning experience for the student.
2. Mentoring for the student.
3. Assessment and feedback to the HS/HT program operator, as requested.
4. Notification at any time to the HS/HT program operator if work performance is unsatisfactory or there are any problems with the placement.
5. Notification to the HS/HT program operator if the supervising manager changes.
6. Reviews of the youth's training progress at regular intervals to determine whether the internship should become paid.

Internship Training Plan

The following specific resources and strategies will be used to achieve the goals listed in the internship agreement:

Goal 1:

Goal 2:

Goal 3:

Comments:



EXHIBIT 8.3

Sample Internship Contract

For many of you this will be your first internship and for others it may be your first paid internship experience. Please read this information carefully.

Print or type all information.

Date: _____ Name: _____

Home Telephone: _____ Work Telephone: _____

In case of an emergency, please contact: _____

Emergency phone number(s): _____

READ EACH AND INITIAL EACH STATEMENT BELOW:

	<i>Initial</i>
I will arrive at my job site at my scheduled time.	
I will work a maximum of ____ hours per week and record my hours correctly on my time sheet.	
If a paid internship, I will receive payment only for the actual amount of time I have worked during the pay period.	
I will dress appropriately according to the standards of dress set by my job site.	
My supervisor/mentor's name is:	
I will make every effort to attend all special activities that have been planned for me.	
I will take the appropriate time allowed for lunch and check in with my supervisor/mentor before I leave and when I return.	
If I am sick, I will immediately contact my supervisor/mentor at _____ and the HS/HT program operator at _____.	
If an accident or injury occurs, I will notify my supervisor/mentor immediately.	
I will not make or receive personal phone calls from the worksite or use worksite equipment or supplies for personal use. I understand that if I am assigned to a computer workstation, I will not abuse my privileges by using my system for games, chat rooms, or sending unauthorized electronic messages.	
I understand that I may be suspended or deactivated from my job if I have three or more unexcused absences, have repeated tardiness, leave work without permission, or break any of the behavior standards.	
Student Signature:	Date:
Supervisor Signature:	Date:

Adapted from the Florida HS/HT Summer Internship Manual



Sample Internship Log

Please copy this form (one for each week).

Complete and return to _____ at the end of each work week.

Intern Name: _____

Week of: _____

Duties Performed: _____

Total Hours Worked: _____

New Skills Learned: _____

Comments: _____

Date Worked:

(Month/Day/Year)

Hours (from - to)

Total Hours

(Month/Day/Year)	Hours (from - to)	Total Hours

Supervisor Signature: _____ Date: _____

Supervisor Name (Print) _____

Adapted from the Florida HS/HT Summer Internship Manual



Sample Internship Time Sheet

Name: _____

Employer: _____

Work Location: _____

Supervisor/Mentor: _____

	Date (mm/dd/yy)	Time in	Lunch *	Time out	Total Hours
<i>Example</i>	10/10/02	9:00	12-12:45	3:00	5.25
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					
Saturday					

**Lunch breaks are NOT working hours and should not be included in Total Hours*

Total Hours: _____

Your time should be calculated as follows:

1 hour = 1.0

³/₄ hour = .75

¹/₂ hour = .50

¹/₄ hour = .25

I certify that the above information is true and correct.

HS/HT Participant Signature: _____ Date _____

Supervisor/Authorized Signature: _____ Date: _____

All time sheets are due to the HS/HT program operator on _____ (day), by _____ (time).

Adapted from the Florida HS/HT Summer Internship Manual



Sample Internship Evaluation

To be completed by the supervisor/mentor:

HS/HT Participant's Name: _____

Business Name: _____

Duties - List the top four job duties below:

1. _____
2. _____
3. _____
4. _____

On the chart below, rate the young person using the following number scale.

Please compare to your average employee:

4 = Exceptional 3 = Better than average 2 = Comparable to average 1 = Below average N/A = does not apply

Work Habits and Skills	Rating
1. Accepts constructive criticism: takes it in stride and tries to improve.	
2. Appearance: clean and wears suitable clothing to work each day.	
3. Attendance: shows up and returns from breaks on time regularly.	
4. Attitude: shows interest and pride in work and is willing to complete assigned tasks.	
5. Communication: asks job-specific questions and interacts appropriately.	
6. Creativity: demonstrates the aptitude to create new procedures if necessary.	
7. Follows instructions: performs tasks assigned and follows procedures step by step.	
8. Follows rules: obeys all work-site regulations and safety rules.	
9. Independence: able to work without supervision.	
10. Initiative: a self-starter who is willing to go on to the next step or asks for more work.	
11. On task: pays attention to the task (even if routine) and keeps busy the entire work day.	
12. Problem-solving skills: makes appropriate decisions when needed.	

13. Quality: completes tasks at an acceptable level.	
14. Remembers instructions: performs routine tasks on a daily basis without prompting.	
15. Social skills: interacts well with other co-workers; demonstrates cooperation and maturity.	
16. Use of equipment: uses and cares for all equipment properly.	
OVERALL RATING	

Additional Comments:

Evaluator Name & Title: _____

Date: _____

*Thank you for completing this evaluation and for providing a youth-based internship.
Your participation in our HS/HT program is appreciated!*

Adapted from the Florida HS/HT Summer Internship Manual



Sample Mid-Internship Youth Survey

Please take a few moments to complete this survey. We will use this information to plan the rest of your internship experience. Please return it to the HS/HT program operator.

What have you learned (or observed) about the use of technology on your job or within the agency where you were working?

What types of technology have you used in your work?

List the skills you have developed or improved through your participation in the High School/High Tech summer internship.

Are there any opportunities you would like to explore in the remaining weeks?

Name: _____ Date: _____

Job Site: _____ Job Position: _____

Adapted from the Florida HS/HT Summer Internship Manual



Sample Internship Parent Survey

Please complete this survey and return to: _____

Were your HS/HT internship expectations met? *(Circle one)* YES NO

If "no" please explain: _____

Describe the benefits your child received from his or her participation in the program.

Describe the benefits you received from his or her participation in the program.

Would you recommend a HS/HT summer internship to other parents and students? Why or why not?

What changes would you have made to make the program more beneficial for your son or daughter?

Your Name: _____ Date: _____

Student Name: _____ Job Position: _____

Adapted from the Florida HS/HT Summer Internship Manual



“The building of self-esteem has been a huge achievement for our young adults. Most have grown from not being able to make eye contact, having conversations, or attending school on a regular basis to developing friendships, attending school regularly, developing self-advocacy skills and motivation. The HS/HT program has truly been an inspiration for our young adults with disabilities because they are most at risk for dropping out of school. With positive training and exposure to programs such as this, these individuals know they can earn the education of their dreams and excel in the career of their choice.”

—Madison County, FL



Design Feature IV: Youth Development and Leadership

THIS CHAPTER EXAMINES YOUTH DEVELOPMENT AND leadership activities within HS/HT programs. Youth development and leadership are not isolated events that occur only at an annual workshop or periodic meeting. These skills must be cultivated and channeled into HS/HT events. Youth with disabilities will learn to make informed decisions about their future when offered the opportunity for youth leadership skill development. In a survey of five national youth development program initiatives focusing on youth and leadership development, common program elements included, but were not limited, to the following: (a) providing hands-on experiential activities; (b) involving youth in developing and implementing activities; (c) seeking opportunities for youth to experience success and to try new roles; (d) emphasizing knowledge of self, strengths, and weaknesses; and (e) offering connections to community and other youth-serving organizations.

HS/HT youth development and leadership activities capture the fundamentals of effective youth development programming. This includes providing supportive adults and peers through role modeling; supporting youth development through goal setting, self-advocacy training, and conflict resolution; and offering growing opportunities for leadership

development. Setting goals, solving problems, and making wise decisions are not just skills for leaders, but are necessary skills for leading a successful life.

Component 1: Supportive adults

Role models

A role model is a person whose behavior in a particular position is imitated by others. For youth, career role models are often people with whom they have contact in everyday life or see in the media – teachers, parents, nurses, doctors, clergy, police officers, athletes, musicians, and actors. For adults, the list of role models expands to cover professionals in high-tech fields such as medical technology, computer science, aerospace engineering, and marine research. However, many youth do not meet or spend time with adults who work in high-tech occupations. HS/HT can help make this connection so young people can experience first-hand what it feels like to work in the high-tech industry.

Exposure to role models can be very important in helping youth with disabilities explore academic programs and consider careers in high-tech fields. Role models can help youth

- Gain an understanding of specific high-tech occupations and education/training requirements for entering those occupations.
- Learn about the personal experiences of people who chose to enter high-tech occupations.
- Ask questions about specific careers or fields of interest.
- Learn about the importance of leadership by meeting leaders in a particular field.
- Interact with successful adults with disabilities.
- Make valuable networking contacts with people working in fields of interest.

Role models can be either adults or experienced peers, and they can be persons with or without disabilities. Role models can be found in many settings, including business and industry, government agencies, secondary schools, colleges and universities, professional or trade associations, and student leadership organizations or clubs. Youth can also find examples of role models in books, in trade or popular magazines, and on the World Wide Web.

Mentors

According to the National Mentoring Partnership, a

HS/HT LEADERSHIP SUCCESS!

“The HS/HT program has had a tremendous impact on my life and career. Currently I am a computer science major at Bainbridge College in Bainbridge, GA, and though my involvement with the HS/HT program, many doors have opened for me. I have had the opportunity to speak at many local and national events. I recently was invited to a White House ceremony to give a speech about HS/HT and how it has helped me throughout my life. I urge all high school students with disabilities who are interested in pursuing careers in technology to get involved in this program. It instills confidence and breaks down the barriers that young people with disabilities face in our society face when trying to get employment. I am proof of what students in HS/HT CAN do.”

—HS/HT Graduate

“In North Dakota, the Army National Guard facilitates several free student leadership activities. I have used them in the past for activities like ‘ropes,’ a teamwork teaching activity.”

—Mary Houdek, Job Service North Dakota

mentor is an adult who, along with parents, provides young people with support, counsel, friendship, reinforcement, and constructive example. Mentors are good listeners, people who care, people who want to help young people bring out strengths that are already there. In the broader definition, a mentor is an experienced person who goes out of his or her way to help another person reach his or her important life goals. The “formal” mentor agrees to an ongoing planned partnership that focuses on helping another reach a specific goal over a specific period of time. HS/HT program operators can effectively partner with local and state community organizations in order to provide formal mentors, as discussed in detail in Chapter 7 of this Manual.

HS/HT operators can help youth identify and meet role models by

- Inviting successful high-tech professionals to speak at meetings.
- Inviting college students who are planning to enter high-tech careers to speak to groups.
- Organizing, or helping HS/HT participants organize, a career fair at which youth can meet with high-tech workers or students in high-tech academic programs.
- Encouraging youth to conduct informational interviews with representatives of disability groups such as leaders of organizations and independent living centers.
- Encouraging youth to conduct informational interviews with various workers at their internship sites or with adults or neighbors who work in high-tech occupations.
- Encouraging HS/HT participants to share information about role models.

- Asking youth to research and write about a leader in a high-tech field of interest.
- Asking youth to identify and correspond by mail or e-mail with role models in a selected field, such as leaders of professional or trade associations, to learn about how those people entered the field, what their work entails, and how they progressed in their profession.
- Finding ways for youth to participate in professional conferences attended by role models in a field of interest, or to serve on student committees of professional or trade organizations.
- Considering an e-mentoring program (*See the National Center on Secondary Education and Transition's Web site for details: <http://fci.umn.edu/ementoring/>*)

Component 2: Opportunities for personal growth

Youth development and leadership activities are not training tools reserved for young people who strive to be president of the student council or take on high-visibility positions. Rather, they are a means through which any young person can learn the skills necessary to improve his or her own life. By developing and expanding skills related to personal growth, youth will be better prepared to:

- Explore and identify their personal goals, strengths, assets, skills, interests, challenges, and accommodation/modification needs.
- Assume responsibility for, initiate, and follow through with personal education, transition, and career plans.
- Identify and access people and resources that will help them succeed in school and as they transition to work and adult activities.
- Become involved in activities that promote positive change in a range of environments.
- Advocate for themselves and others at work, at home, and in their communities.
- Maintain high self-expectations, a positive personal identity, and high self-esteem.

- Make effective decisions and successfully resolve personal or community problems.
- Develop strong, effective relationships with adults and other youth.
- Respect and interact well with people from other cultural or socioeconomic backgrounds.
- Diagnose and resolve conflicts that arise in diverse community settings.

"In Iowa's Technology (summer) Camp, both students with and without disabilities are provided an exciting array of classroom, hands-on, and community learning experiences. Tours of high-tech graphic arts studios, manufacturers, and TV/video production facilities are held. Hands-on activities include designing camp T-shirts using computer graphic technology, creating high-tech products, and developing a commercial to promote the product. Youth learn about high-tech careers from area business leaders."

—John Nietupski, Grant Wood AEA, Cedar Rapids, IA

Goal setting

Learning to identify and explore both personal and academic strengths is an essential skill for young people. Taking the next step and setting pragmatic goals based on this personal exploration is fundamental to positive youth development. To be active participants in their HS/HT program, youth with disabilities need to learn the skills necessary to plan, set, and achieve goals. They also need the opportunity to evaluate whether they have met their goals. Successful efforts to promote goal setting and attainment should focus on the following steps:

- Identifying specific long-term goals.
- Breaking the long-term goals into short-term, attainable objectives.
- Articulating (describe) these goals.
- Taking actions necessary to achieve a desired outcome.
- Monitoring progress and adjusting the strategy and goal as needed.

- Setting a new plan when goals have been attained.

When assisting HS/HT participants in setting career and life goals, keep in mind the following:

- Goals should be specific, measurable, and attainable.
- Goals should focus on something the youth wants to achieve.
- Goals should have specific, reasonable starting and finishing dates.
- Goals should be written (or typed). Youth should be able to visually track their progress on each goal.

Self-advocacy

Expressing one’s desires, needs, and rights is an essential component of youth development. It is also a pre-requisite to becoming a responsible, independent adult. Providing the opportunity and training for young people to practice self-advocacy can benefit youth with disabilities in many ways as they transition from school to higher education or to a career. Such training can help youth with disabilities:

- Set goals and become more involved in developing personal and Individual Education Plans while in school.
- Explore, identify, and pursue occupational interests.
- Make informed academic and career decisions.
- Seek education, training, and employment that fulfill their aspirations, challenge them, and make the most of their abilities.
- Identify and develop beneficial mentoring relationships, internships, and other learning experiences.
- Obtain needed accommodations/modifications in academic and work situations.
- Understand their rights and seek legal protection if needed.
- Become effective mentors and role models.
- Become leaders within local, state, and national disability communities and in the larger society.

One of the most critical features of self-advocacy skills for youth with disabilities involves disability disclosure – to both employers and post-secondary educational facilities. Disclosure of a disability is always a choice. Youth must make individual decisions about disclosure for each job lead pursued. Help the young person ponder this question: “Does disclosure of my disability at this time and in this way support my objectives (getting hired, receiving accommodations, etc.)?”

Conflict resolution

Conflict resolution is the process through which individuals address a problem, get to the root of the disagreement, and apply problem-solving methods in a way that simultaneously achieves everyone’s goals and enhances their relationship. It’s a constructive approach to resolving interpersonal and inter-group conflicts.

A major part of leadership development is learning how to handle conflicts that arise in the workplace, in school, or at home. When handled appropriately, conflict can often help to clarify issues, increase involvement, promote personal growth, and strengthen relationships.

Conflict resolution skills can support leadership development efforts by helping youth to:

- Form more caring relationships with peers and adults.
- Listen and communicate more effectively and assertively.

MANY SCHOOLS AND WORKPLACES PROMOTE POSITIVE CONFLICT RESOLUTION THROUGH APPROACHES SUCH AS:

- Classroom instruction
 - Peer mediation
 - Role playing
 - Team projects
- Staff training and professional development
- Student leadership training and youth development
 - Parent training

- Collaborate to achieve shared goals.
- Develop social and emotional competence.
- Improve problem-solving skills.
- Manage anger.
- Become more aware of bias and different viewpoints.
- Develop and promote multicultural understanding.
- Build productive, healthy adult lives.
- Learn to negotiate and compromise.

In addition, collaborative conflict resolution in which each person's needs are met can enhance individuals' self-confidence, competence, self-worth, and empowerment, thereby increasing their capacity to respond to conflict in the future.

HS/HT program operators can help students learn valuable conflict resolution skills by participating in conflict resolution training, serving as conflict resolution facilitators and coaches, and serving as role models. Program operators can also help ensure that HS/HT participants have opportunities to participate in conflict resolution curricula or training programs and encourage participants to make use of conflict resolution skills in all aspects of their lives.

The following are some suggestions for incorporating personal growth skills into HS/HT:

1. Offer workshops, training, and experiential learning opportunities that focus on
 - Social skills development.
 - Goal setting and attainment.
 - Problem solving and decision making.
 - Understanding and expression of rights.
 - School-to-work transition planning.
 - Identification of needed accommodations and modifications.
 - Conversation, listening, and nonverbal communication skills training.

- Identification of self-advocacy mentors and role models.

2. Integrate role-playing into different self-advocacy training situations. Role-playing gives youth a chance to practice confronting specific situations in a supportive environment. In addition, it provides them with opportunities to observe how others act when interviewing for a job, negotiating a salary, obtaining a needed accommodation at school, arranging for time off from school to participate in a job shadowing activity, or convincing an employer of the need for an internship program at his or her worksite. Consider holding a debate on "To disclose...or not to disclose...your disability." (See 9.3 for Role Playing Exercise.)
3. Hold a discussion among HS/HT participants on topics of personal growth. (See box below for ideas on two-minute speech topics.)

SAMPLE PERSONAL GROWTH AND YOUTH DEVELOPMENT DISCUSSION TOPICS

- Ability to work with and through others to accomplish goals
- Vision and social responsibility
- Awareness of own strengths/weaknesses
- Ability to motivate others
 - Integrity and honesty
 - Determination and perseverance
- Demonstration of personal values through behavior
 - Sensitivity to the community
 - Respect for diversity and individual differences
- Effective problem solving and decision-making skills
 - Ability to communicate
 - Critical thinking
 - Conflict resolution
 - Willingness to share power
 - Honesty
 - Accountability

Component 3: Leadership opportunities

Youth with disabilities can develop leadership skills by being encouraged to be involved in school clubs, student chapters of professional organizations, disability interest/advocacy groups, and community-based organizations.

Service learning

Providing services to the community gives youth with disabilities a chance to apply academic skills while also meeting real community needs and practicing social skills. A HS/HT service-learning project might “adopt” a local river, study ecology and biology, and make recommendations to the conservation commission in the community to preserve the quality of the water.

In addition to giving students an opportunity to practice their knowledge of science, math, and technology, service-learning projects help students understand their role in making positive changes within their community. Research shows that the benefits of service learning include increased commitment to schoolwork, improved school-community relations, and better interpersonal relations. Service learning also allows nonprofit organizations to become involved in a valuable HS/HT partnership.

Peer mentoring

Informal mentors provide coaching, listening, and advice. They act as a sounding board and offer others help in an unstructured, casual manner. It is in this role that HS/HT youth can learn to lead by becoming peer mentors. A peer mentor is a senior youth (or recent HS/HT graduate) who has proven his or her abilities to be successful within the HS/HT program – and who is interested in helping others. Outcomes of peer mentorships may include increased positive personal relationships for young people as well as improved academic and other important life-skill development for HS/HT youth, such as increased self-advocacy skills, etc. Peer mentoring is a leadership activity that can easily be included in HS/HT programs. Peer mentors are individuals who want to help others become familiar with new surroundings and situations. They may keep peers posted on upcoming workshops and encourage them to get involved with other HS/HT activities. Many universities are

increasingly giving peer-mentoring programs a try, linking older students with incoming first-year students. Program operators may consider offering a workshop in peer mentoring in order to promote interest and encourage involvement.

One HS/HT peer mentor had this to say, “When I was in HS/HT, I took advantage of many educational opportunities that I otherwise would never have experienced.... HS/HT greatly assisted me in defining my educational and career goals.”

Program operators can integrate peer mentoring in HS/HT programs by:

- Running a workshop on how peer mentoring works.
- Matching peers with mentors who have similar interests.
- Finding right matches early on by creating social opportunities where people can meet and mingle.
- Encouraging youth to serve as role models or tutors for local elementary and middle school students.

Leadership training

Many programs nationwide help to promote youth leadership development. Two important federally sponsored programs, the Youth Leadership Forum for Students with Disabilities and the National Youth Leadership Network, focus specifically on leadership development for youth with disabilities.

- The Youth Leadership Forum (YLF) assists states in providing youth leadership training for high school juniors and seniors with disabilities. Students selected as delegates attend a four-day event in their state capitals to develop leadership, citizenship, and social skills. By providing a framework of history and an atmosphere of encouragement, the forums offer peers with common challenges and experiences the opportunity to learn from one another.

Delegates gain exposure to role models and access useful resources related to assistive technology, community support, and civil rights. YLF is based on a highly successful program of Youth Leadership Forums initiated in California in 1992. (See Chapter 13 for additional information on YLF.)

- The National Youth Leadership Network (NYLN) is dedicated to advancing the next generation of disability leaders and provides a national voice for young leaders with disabilities and special health needs. Sponsored by several federal agencies and led by the U. S. Department of Education, NYLN promotes leadership development, education, employment, independent living, and health and wellness among young leaders.

The Network’s activities include an annual National Youth Leadership Conference. The National Youth Leadership Network offers mentoring, an annual conference, and more. (See Chapter 13 for additional information on NYLN.)

Organizational leadership

Leadership development helps young people with disabilities develop the necessary skills to take charge of their lives and make a positive impact in their communities. Active involvement in leadership organizations provides members with opportunities to develop, practice, and refine their leadership skills.

Young people who show initiative and interest should be encouraged to run for office of youth organizations, civic groups, and student clubs, and to become members of the HS/HT advisory board.

Youth can also practice leadership skills by getting more involved in HS/HT activities and providing ODEP with information about the program’s status and success. Data collection about post-secondary education and employment placement is especially important during the follow-up period after participants leave HS/HT, when the program’s effectiveness is assessed. Students must take the personal responsibility to support HS/HT and ensure that the services from which they benefited are available to other students in the future.

Getting organized

To prepare for leadership development activities, HS/HT program operators need to consider the following:

- **Create and maintain** a database of contacts when networking to set up various preparatory and work-based experiences. HS/HT staff will have ample

opportunities to meet potential role models and possible mentors for youth.

- **Invite** your local Workforce Investment Board and youth council to provide a workshop on leadership roles within the community and work with the youth council to develop a set of coordinated leadership development opportunities for all youth as required under the WIA legislation.
- **Identify** community instructors from institutions of higher learning, civic organizations, faith-based groups, and others who would be willing to serve as instructors in the areas of goal setting, self-advocacy, and conflict resolution.
- **Conduct** a community needs assessment to identify a range of service learning opportunities.
- **Promote** social and recreational opportunities for the HS/HT participants along with the local recreation departments, the YWCA/YMCA, and Independent Living Centers.
- **Involve** HS/HT youth in designing service learning and other activities and projects.
- **Encourage** second-year HS/HT participants and graduates to serve as peer mentors for first-year participants.
- **Invite** a HS/HT youth to be on your advisory council.
- **Use** HS/HT youth as spokespeople for your program.

ENCOURAGE YOUTH TO RESEARCH AND BECOME ACTIVE IN ORGANIZATIONS SUCH AS:

- Jr. Achievement
- Career-Technical Education Student Clubs
- Boys & Girls Club
 - Youth Build
- National Council on Youth Leadership
- 4-H Teen Leadership
 - Prudential
 - National Youth Leadership Network
 - National Youth Leadership Council
- Youth Leadership Forum
- Girl Scouts of America
- Rotary International
- Young Leaders On-Line
 - Awesome Youth Leadership Training
 - Rising Stars Program

Two-year leadership development activity timeline

The following is a monthly timeline of HS/HT leadership development activities and is meant solely as a guide or starting point for planning activities. It is by no means etched in stone. Your plans will depend on the availability of your local resources as well as the direct needs of your HS/HT participants.

	MONTH													
	S	O	N	D	J	F	M	A	M	A	M	J	J	A
Providing Supportive Adults														
Role Models					•	•	•	•	•	•	•	•	•	•
Mentoring					•	•	•	•	•	•	•	•	•	•
Personal Leadership														
Goal Setting	•								•					•
Self-Advocacy		•				•								•
Conflict Resolution			•				•							•
Leadership Opportunities														
Service Learning		•				•							•	•
Peer Mentoring			•			•							•	•
Leadership Training							•							•
Organizational Leadership	•	•	•	•	•	•	•	•	•	•	•	•	•	•





Supporting Research: Youth Development and Leadership

ALL YOUNG PEOPLE POSSESS LEADERSHIP POTENTIAL and they exhibit their abilities in many situations everyday. It is essential that all youth believe in their leadership capabilities, and that adults working with them strive to nurture and recognize this potential. When leadership opportunities are well-planned and supported, youth become re-energized (Scheer, 1997). It is clear that paying attention to a youth's leadership skill development reaps reward in terms of future success in life (Public/Private Ventures, 2002). Setting goals, solving problems, and making wise decisions are not just skills for leaders, but for anyone seeking to lead a successful life.

Leadership has been defined as “the ability to analyze one's own strengths and weaknesses, set personal and vocational goals, and have the self-esteem to carry them out. It includes the ability to identify community resources and to use them, not only to live independently, but also to establish support networks to participate in community life and to effect positive social change” (DC Youth Leadership Forum, Adolescent Employment Readiness Center, Children's Hospital). Leadership is further defined as any opportunity or activity that builds a young person's skills, allows him or her to be creative, to influence others, and make positive changes (Search Institute, 2002).

For many youth, leadership skills are actually developed during structured extracurricular (recreational and social development) activities, such as clubs, service organizations, sports programs, and fine arts (Wehman, 1996). Very few youth with disabilities participate in these types of activities and groups (Moon, 1994) unless teachers, families, and other advocates facilitate these conditions (Amado, 1993; Moon, 1994; Halpern, Herr, Wolf, Doven, Johnson, & Lawson, 1997). HS/HT program operators can play an important role in ensuring that youth with disabilities establish meaningful relationships with non-disabled peers through disability awareness activities, training of peer tutors, and mentors (Zygmunt, Larson, & Tilson, 1994).

Young people must have venues for organizing and speaking on their own behalf about issues that affect

them directly and that affect society at large. They need ample opportunity to try on the adult roles for which they are preparing and to make age-appropriate decisions for themselves and others. They also need others (peers and adults) to depend on them through formal and informal roles such as peer leader, team captain, council member, and organizational representative. Many organizations, governments, and initiatives have focused on the goal of getting young people into decision-making positions. Effective leadership development programs meet these needs.

Woyach and Cox (1997) identified 12 principles that make effective leadership programs. The principles speak to both the outcomes or content of leadership programs and the process of leadership development.

1. Help youth learn specific knowledge and skills related to leadership.
2. Enable youth to understand the history, values, and beliefs of their society.
3. Facilitate the development of individual strengths and leadership styles.
4. Facilitate the development of ethics, values, and ethical reasoning.
5. Promote awareness, understanding, and tolerance of other people, cultures, and societies.
6. Embody high expectations of, confidence in, and respect for youth served.
7. Emphasize experiential learning and provide opportunities for genuine leadership.
8. Involve youth in service to others – to their community, their country, and their world.
9. Facilitate self-reflection and processing of learning both individually and cooperatively.
10. Involve youth in collaborative experiences, teamwork, and networking with peers.
11. Involve youth in significant relationships with mentors, positive role models, and other nurturing adults.

12. Be developed around stated purposes and goals.

Leadership skills and attitudes can be learned and practiced. Leadership training can help youth

- Develop strong, trustworthy relationships with responsible adults and peers.
- Exhibit clear goals and direction, exercise initiative, take responsibility, and value self and others.
- Be open-minded and a critical thinker.
- Interact with individuals from diverse cultural and ethnic backgrounds.
- Take an active role in decision-making.
- Critically analyze community issues.
- Participate in authentic, engaging, challenging, and meaningful activities.
- Maintain a commitment to academic and lifelong learning.
- Maintain and demonstrate a healthy lifestyle.
- Become a spokesperson and develop communication skills necessary for leadership in many professions.

(Boyd, 2001; Montemayor & Supik, 1995; NCSET, 2002)

Not all activities and experiences are equal in their potential effectiveness for leadership development. Two characteristics of effective experiences have been consistently revealed in the research:

- Placement in a variety of challenging situations with problems to solve and choices to make under conditions of risk. These situations will: (a) motivate individuals to learn; (b) provide opportunities to gain new ideas and knowledge and to practice skills and apply knowledge; and (c) encourage new insights through reflection on prior actions.
- Placement in a supportive environment with supervisors who provide positive role models and constructive support and mentors who provide counsel (Lambrecht et al., 1997).

Combining experiential learning with the opportunity to put knowledge and skills into action is an effective method for teaching leadership skills (Boyd, 2001). “On-the-job” experiences have been associated with

leadership development in youth (Lambrecht, Hopkins, Moss, Finch, Crane, & Bruce, 1997). On-the-job experiences provide the following kinds of opportunities for leadership development: (a) the challenge of new and/or complex tasks or problems; (b) the chance to learn new ideas, practices, insights; (c) the opportunity to apply and practice skills and knowledge; (d) encouragement and confidence building; and 5) exposure to positive role models. These kinds of leadership development opportunities were frequently perceived to result in the development of the following leadership qualities: (a) communication (listening, written, oral) skills; (b) administrative/management knowledge and skills; (c) interpersonal skills; (d) team-building skills; (e) sensitivity, respect; (f) confidence, self-acceptance; (g) a broader perspective about the organization or career field; and (h) the appropriate use of leadership styles.

The five most frequently recommended types of experiences for future leaders were: 1) mentoring, counseling, and advocate support; 2) formal training programs (e.g., leadership academies); 3) internships; 4) various special assignments (while at the workplace); and 5) simulation/case studies. Based on the results of this study, on-the-job experiences can certainly be promoted as one effective, and perhaps indispensable, means for developing future leaders.

Leadership development opportunities may assist youth with disabilities to become stronger self-advocates since these activities are typically action-oriented and give youth a voice in the goal-setting and decision-making processes that affect their lives. For youth with disabilities, the importance of developing self-advocacy skills (those skills individuals need to advocate on their own behalf) has been clearly documented (Agran, 1997; Sands & Wehmeyer, 1996; Van Reusen, Bos, Schumaker, & Deshler, 1994; Wehmeyer, Agran, & Hughes, 1998). Youth with disabilities will eventually need to advocate on their own behalf for adult services and basic civil and legal rights and protections (Sands & Wehmeyer, 1996; Wehmeyer, Agran, & Hughes, 1998), and workplace and educational accommodations. Leadership training can reinforce the “how to advocate” skills necessary such as communicating effectively one-to-one, compromising, persuading, listening effectively, resolving conflict, and navigating through systems and bureaucracies that can lead to desired outcomes.



EXHIBIT 9.2

Supporting Role Models and Mentors

The following information – provided by the Mentoring Leadership and Resource Network (MLRN) – will help mentors and young people think about different ways to approach the mentoring relationship. An affiliate of the Association for Supervision & Curriculum Development, MLRN contributes to the international mentoring initiative by supporting mentors, local and state mentoring programs, and the leaders and policymakers who design and administer those programs.

- 1. Be positive and supportive.** The ability of the youth to grow is dependent on self-esteem, which is not at risk when ASKING for advice, but which IS decreased by unsolicited “advice.” Almost always, your desire to “suggest” meets your needs more than the youth’s. If you really question a practice, ask questions to reveal the thinking behind the decisions.
- 2. Allow the youth to determine how much help you can be.** Your success as a mentor is dependent on the youth’s readiness and openness for learning. If you offer advice before the right time, it probably can’t be understood or used yet by the youth. Remember, you’ll only be able to offer an idea once or twice before doing it again is uncomfortable. Wait until the need is felt by the youth, too.
- 3. Be willing to “back off.”** You can make mistakes of timing or approach even when your ideas may be very good. Be open about asking for feedback when that happens and learn from it. Don’t create an impression of “pushiness” because that won’t be seen as meeting a youth’s needs.
- 4. Don’t take rejection of ideas personally.** More often than not rejection relates to readiness to learn and is a valuable clue about the youth.
- 5. Continually reinforce the confidential nature of the relationship.** Thank your youth for confidences and personal sharing. These are signs of a deepening relationship and trust, which a mentor must earn.
- 6. Recognize the need for time outside of HS/HT.** Plan some social times and allow for the youth’s other areas of life. Don’t overdose on help.
- 7. Offer to support administrative efforts with the young person.** But be careful not to assume responsibilities that belong to the HS/HT program operator.
- 8. Motivate the young person to think for himself or herself.** Use questions to promote higher-level thinking by the youth and to reveal to them the underlying reasons for decisions. Take the time to discuss these reasons.
- 9. Plan for ways to spend time together.** Plan lunch “getaways,” formal or spontaneous social events with other staff, and joint work sessions. All of these allow for greater sharing and building of trust.

Adapted from: www.mentors.net/





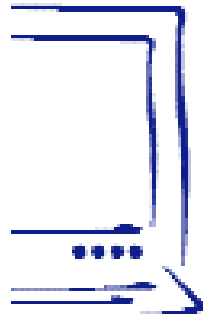
EXHIBIT 9.3

Role-Playing Model

Phase	Activities
I. Warm up the group	<ul style="list-style-type: none"> • Identify or introduce problem. • Discuss and elaborate problem issues. • Explain role-playing process.
II. Select participants	<ul style="list-style-type: none"> • Analyze roles. • Select role players.
III. Set the stage	<ul style="list-style-type: none"> • Describe action of role-play. • Restate roles.
IV. Prepare the observers	<ul style="list-style-type: none"> • Describe what to look for. • Assign observation tasks.
V. Enact	<ul style="list-style-type: none"> • Begin role-play. • Complete role play.
VI. Discuss and evaluate	<ul style="list-style-type: none"> • Review action of role play. • Discuss major focus. • Discuss solutions/outcomes. • Develop alternative enactment.
VII. Reenact	<ul style="list-style-type: none"> • Play revised roles, incorporating previous suggestions. • Change roles to provide alternative perspectives.
VIII. Discuss and evaluate	<ul style="list-style-type: none"> • Repeat steps in Phase VI.
IX. Share experience and generalize	<ul style="list-style-type: none"> • Relate problem situation to real experience and current problems. • Explore general principles of behavior.

Source: Wehmeyer, M.L., Agran, M., & Hughes, C. (1998). *Teaching self-determination to students with disabilities: Basic skills for successful transition*. Baltimore: Paul H. Brookes Publishing Co.
 [Adapted from Joyce, B., & Weil, M. (1980). *Models of teaching* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall.]





Managing for Performance Excellence — Program Evaluating and Reporting

THE PURPOSE OF THIS CHAPTER IS TO PROVIDE THE context, process, and tools to promote accurate documentation of the results of HS/HT programs and guidance about evaluation strategies.

Why evaluate?

In today's environment, program performance is becoming increasingly important. The federal Government Performance and Results Act (GPRA) calls for performance reporting throughout federal departments, and the ripple effect of that legislation is felt throughout the country. Today, more than ever, no legislation passes Congress without increased accountability and performance outcomes included. While HS/HT is a voluntary program, there is substantial dependence upon a variety of public funds to support activities in all of the sites. Therefore, this chapter has been written based upon a scanning of common outcomes incorporated in various federal programs as well as an analysis of what types of evaluations can be used to help market HS/HT to an array of grant-making organizations.

Accountability is a fact of life, but a more important reason to evaluate program activities is to promote

excellence in products and services. This focus on excellence is often referred to as the “quality movement.” The Malcolm Baldrige Quality Award criteria system is well known in the private sector for identifying exemplary business, healthcare, and education practices. The Baldrige criteria are recognized by Congress and are now being applied to many government programs. The National Collaborative has adopted the Baldrige criteria in building its process to identify exemplary practices throughout the workforce development system. It is hoped that through improved documentation, HS/HT sites will be able to shine as they report on their successes in changing the lives of youth with disabilities through programs known for their best practices and cutting-edge approaches.

Program evaluation, which provides data and methods for tracking performance and results, is not just an accountability tool. Program evaluation also provides a framework for self-assessment and continuous program improvement. By collecting and reporting information on each program, sites help everyone at the local, state, and national levels tell the story of HS/HT and contribute to development of stronger programs for youth with disabilities. Having sound program information readily at hand will also bolster

HS/HT's position when sites submit funding proposals, apply for foundation grants, recruit local leaders as mentors, set up site visits, invite speakers, and seek supporters.

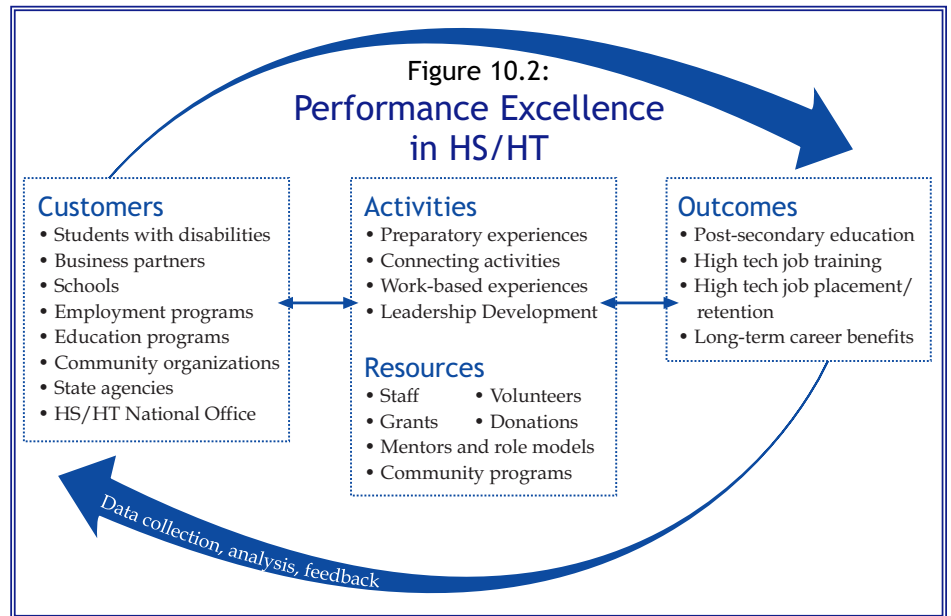
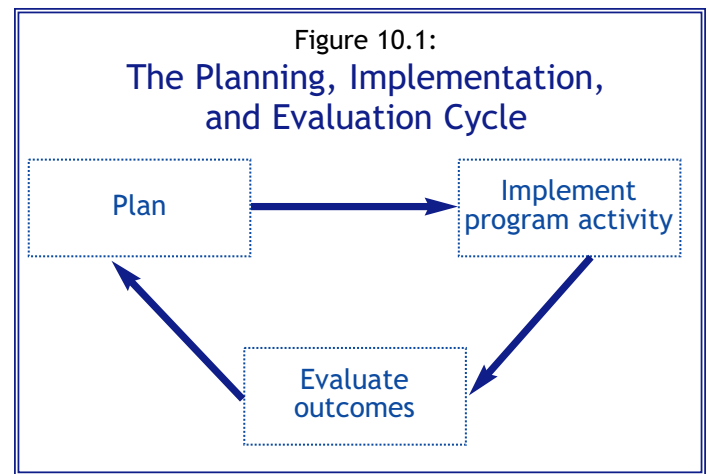
How to organize an evaluation process

Evaluation, a continuous process that is a core part of program management, requires feedback for constant improvement. HS/HT sites can use their own information about the program's success, uniqueness, and challenges, as well as information about other HS/HT programs, to fine tune their program and achieve improved results. Figure 10.1 shows the cyclic nature of the planning, acting, and evaluating process. Here is how it works: a program is implemented and results are measured. Those results are then examined and evaluated so that the program can be improved. An individual site can learn what works well and share it with others.

Figure 10.2, "Performance Excellence in HS/HT" is a model for evaluating performance excellence for HS/HT programs.

This chart shows the relationships of key HS/HT design features. It is important to understand who the "customers" are, what "activities" are carried out during the program year, what "resources" are available, and what "outcomes" have resulted.

- **Customers:** This box includes students with disabilities, business partners, schools, employment programs, and ODEP. Which students participate? Who are the business partners involved in the program? What other community "customers" are important to HS/HT?
- **Activities:** The second box shows activities carried out in the program: preparatory experiences, connecting activities, work-based experiences, and youth development and leadership. What combination of activities is the site using?



- **Resources:** What resources are available to the program? What funding is available? How much volunteer time is donated?
- **Outcomes:** How do students fare? Do HS/HT students continue on to post-secondary school? To employment?

What is the HS/HT reporting system?

The data system established for HS/HT collects information on customers, activities, resources, and outcomes in order to determine how the program is doing. The data collection form is completed annually by the site. Web-based, electronic and paper-based reporting methods are available. All of the individual information is aggregated into an annual report for the HS/HT program as a whole.

Sites can take advantage of the HS/HT reporting system to

- Capture the results of site programs.
- Use data to describe activities and results.
- Prepare annual reports.
- Demonstrate outcomes to funding sources.
- Participate in development of program benchmarks.
- Share information with other HS/HT sites.
- Improve HS/HT outcomes.

States can use the data to

- Meet the requirements of state partnering organizations.
- Provide support to sites as needed.
- Demonstrate the value of HS/HT and recommend policy changes, if needed, across multiple agencies.
- Promote cross-agency accountability and common program outcomes.

ODEP uses the data to

- Report on overall HS/HT activity.
- Demonstrate the value of HS/HT.
- Develop policy recommendations on education and employment opportunities for youth with disabilities.

An internal information collection system should be set up to collect data about HS/HT programs. Local data collection systems may be paper-based or computer-based and should include information on four “dimensions” of HS/HT operations: customers, activities, resources, and outcomes (see *Figure 10.2*).

While each HS/HT site will be unique, some common measures contribute to the story of HS/HT’s success at the local, state, and national levels. Data collection, then, supports local management and information

needs and contributes to state and national HS/HT development. The list below identifies information areas in each of the four “dimensions” of the program model. It also lists areas for information collection under each of the “dimensions.” These measurement areas will be included in the HS/HT reporting form, and sites should plan ahead and establish data collection to include the following:

Customers

1. *Students:* Demographic characteristics of the students in a HS/HT program include gender, grade level, disability, and race/ethnicity. It also will be important to know about students’ use of assistive technology, as well as participation in employment-related programs in other systems, including Special Education (IDEA), Section 504, Vocational Rehabilitation, and/or Title I-WIA Youth Activities.
2. *High schools:* Some programs are involved with more than one high school. The reporting system will ask about the schools and student referrals to HS/HT from the schools.
3. *Service organizations.* Local public, nonprofit, or other service organizations (employment programs, youth programs, etc.) may be essential to your operations. The reporting system will ask about other organizational participants in HS/HT.
4. *Business partners:* Companies work with HS/HT programs in providing work-related experiences for youth, and the report form includes questions about the companies and the nature of their involvement with HS/HT. Some information about the business will be useful as well (e.g., what industries are represented?).

Activities

As described in Chapters 6 through 9 of this Manual, HS/HT activities reflect four important design features. This data collection gives HS/HT a chance to report how many students participated in activities related to key activities in each of these four design features of youth employment programs.

1. *Preparatory experiences:* includes career assessment, guest speakers, informational interviews, and computer competency;

2. *Connecting activities*: includes program supports such as academic tutoring, mentoring, assistive technology, transportation, and connecting to workforce and continued education;
3. *Work-based experiences*: includes site visits, job shadowing, and internships; and
4. *Youth development and leadership*: includes finding role models and supporting peer mentoring, personal development and growth, and leadership training.

Resources

The data collection calls for reporting HS/HT program budgets and for volunteer efforts (in days) of parents, board members, employers, and others. This data will give a site, a state (if applicable), and ODEP an estimate of overall level of effort placed into the program and an estimate of cost per student.

Outcomes

Outcomes measure the number of graduates who are enrolled in post-secondary education or employed one year (or in some cases, six months) after leaving high school. In addition, there are “intermediate outcomes,” in-school measures of graduation rate and dropout rates. Each site should identify what outcomes are appropriate for its HS/HT program. These outcomes can be the same as, or in addition to, those that are collected on the HS/HT report form. Make sure your site measures outcomes that capture how you have been successful in meeting program objectives. Additional measures might include the number of HS/HT companies who hire HS/HT graduates or the number of HS/HT graduates who participate as mentors in a site’s HS/HT program.

When to report

The HS/HT report should be completed annually. A copy of the form will be provided by NCWD/Youth in advance, and will be available on the Web site. Final reporting should take place after the HS/HT program year concludes — for most programs it will be the end of July or August — and no later than December 31, the end of the calendar year.

As the HS/HT program evolves, there may be changes to the annual reporting form. The current report form

will be available to sites on the national HS/HT Web site (www.highschoolhightech.net), or by contacting InfoUse (HSHT@infouse.com). By reviewing the data requirements at the start of your program year, you will be able to plan for any needed information and record the information about HS/HT as you proceed through the year. If there are any technical problems using the Web-based system, notify InfoUse and request a paper copy, or submit the electronic file or summary sheet print-out from your data collection form.

BEYOND THE BASICS: Resources to support an ongoing commitment to evaluation and continuous improvement

An integrated internal program evaluation system should go beyond these basic minimum requirements. Here are some ideas you may choose to use for establishing your system:

Year-round data collection: Completing the annual form is easier (and more accurate) if sites track students, schools, and employer participation throughout the year. Sites may keep track of students who are participating by using lists, enrollment forms, rosters, and other means.

To make student tracking more convenient, the NCWD/Youth has designed a computerized information form that a site may elect to use to collect and report program data. The form is an Excel workbook that includes a summary report, student roster, and employer roster addressing HS/HT reporting requirements. The spreadsheet can be found in the “Library” section of the HS/HT Web site at www.highschoolhightech.net. This workbook can be tailored to include other required data for HS/HT sites with additional reporting requirements from other programs. Open the workbook in Excel to review the format and information requirements.

1. *Student Roster Worksheet*: This table allows for entry of information on each participating student. The Report Form Glossary explains each student characteristic included in the reporting system. Use the Student Roster to enter information on new partici-

pants and to update information as activities are performed during the year. When a new participant joins HS/HT, record the name, high school, gender, disability, and year in school. During the HS/HT year, as activities are conducted, return to the roster and record each student who participates. If, for instance, 12 students have completed site visits, then enter “yes” for each student in the column for site visits. Student results — whether they pursued secondary education or found jobs — can also be entered for each student.

2. *Employer Roster Worksheet*: Sites should enter company and industry data for each company participating in HS/HT activities.
3. *Summary Report Worksheet*: Information will be summarized on the “summary” page, which corresponds to entry fields on the HS/HT data form. Totals for each of the student and employer descriptors and student outcomes are automatically entered on this Summary Report Worksheet. Exhibit 10.1 shows an example of Student Roster information and how it is displayed on the Summary Report Worksheet.

If this system is maintained as the program moves along, information on an activity should be available at any point throughout the year. National totals are produced automatically and displayed on the Summary Report Worksheet.

At the end of the year, make a copy of the workbook. Delete participant names from the first column of the Student Roster. You can then submit this workbook electronically to InfoUse, for the program reporting — OR print out the Summary Report Worksheet and submit the report by mail or fax.

Customer satisfaction and follow-up surveys are valuable for program self-assessment and quality improvement. The sample surveys found in Exhibits 10.2 and 10.3 are simply suggestions and should be tailored to meet your particular needs. *At the time of publication, approval of these surveys under the Paperwork Reduction Act (PRA) #XXXX was pending before OMB. For approval number, please refer to www.highschoolhightech.net.*

Satisfaction and follow-up surveys: These surveys are recommended for program self-assessment and quality improvement. Example survey forms, which can be modified to fit your program’s activities and goals, are available in Exhibits 10.2 and 10.3.

Customer satisfaction surveys: A customer satisfaction survey is a valuable way to make sure that the program is working as intended. HS/HT has several “customers,” including students, parents, schools, companies, employment programs, and funding sources. Using a customer satisfaction survey for each of these participants tells your customers that you care about their opinions. And it tells your program how well it is achieving results for each of these groups.

Follow-up — capturing outcomes: HS/HT leaders report that the program contributes to successes in enrolling in post-secondary education and finding and retaining employment. Capturing this information measures this outcome and can lead to future program support.

A follow-up system is highly desirable for learning about what students do after they leave the HS/HT program. Follow-up may be by phone calls, e-mails, in-person conversations, or other communications. You can help students become more responsible by having them assist in the follow-up and encouraging them to provide contact information (address, e-mail, phone number) and to let the program know if information changes. Keeping in touch and completing follow-up surveys provides a way for youth to “pay back” for the benefits of HS/HT and demonstrate leadership and program commitment.

Follow-up should take place at one year -- after students leave the HS/HT program. Follow-up surveys take time and resources. Start with a six-month or one-year follow-up of last year’s seniors, and build the follow-up program gradually. (In some cases, where sites have no state, ODEP or WIA funding, a six-month follow-up may be more feasible.)

In the long run, it will be very valuable to know where the students have gone and how HS/HT contributed to their progress. For long-term outcomes, (e.g. completing post-secondary education) additional years of follow-up are encouraged. Sites with funding from

other education, transition, and employment-related programs may have additional follow-up and outcome reporting requirements, including specific time requirements for follow-up reporting.

Continuous improvement and self-assessment

To continually improve the program and provide more opportunities for youth with disabilities, each site should undergo self-assessment. Start with the ideas in this chapter and develop a specific self-assessment process that works for your HS/HT site. The NCWD/Youth can provide technical assistance and help in reporting as you develop a stronger evaluation system and outcome-based management. A self-assessment evaluation guide prepared for ODEP by the NCWD/Youth is also available in hard copy and can be obtained by e-mailing the Collaborative at Collaborative@iel.org or calling (887) 871-4748. (See *Exhibit 10.1 for Example Student Roster Information and Summary Worksheet.*)

PRO-BANK

In the NCWD/Youth Pro-Bank you will find an evolving collection of promising programs and processes that draws upon evaluation, research, and quality award initiatives, cutting across job training, education, rehabilitation, vocational education, juvenile justice, and youth development.

For more information about what NCWD/Youth Pro-Bank can do for you, benefits of Pro-Bank, how Pro-Bank was developed, how to use Pro-Bank's framework for self-assessment, or to find more resources about Promising Practices, visit

www.ncwd-youth.info/promising_practices/





EXHIBIT 10.1

Example Student Roster Information and Summary Worksheet

Student information can be entered into the Student Roster Worksheet:

HS/HT Summary sheets					
	A	B	C	D	E
1	DRAFT Student Tracking for period of				
2	(enter month, quarter, or year)				
3	Student ID	Student Name	Sex	Year in School	Race/Ethnicity
4			(M or F)	(8,9,10,11,12,13, 0)	(1,2,3,4,5)
5	1001	John Doe	M	12	1
6	1002	Jane Doe	F	11	4
7	1003	Fred Jones	M	11	2
8	1004	Sylvia Smith	F	10	2
9					

The Summary Report worksheet automatically creates site-level data from the student roster for entry into the site's annual data report.

HS			
	A	B	C
1	DRAFT Report form DATA COLLECTION TOOL		
2			
3			
4	A. Students		
5	1a. What was the total number of students involved in your High School/High Tech program in the twelve months of your School Year 2000-2001?		0
6			
7	1b. Gender		
8	Females	2	50%
9	Males	2	50%
10	TOTAL	4	(Total should equal 4)
11			
12	1c. Year in High School		
13	Younger than Freshman	0	0%
14	Freshman	0	0%
15	Sophomores	1	25%
16	Juniors	2	50%
17	Seniors	1	25%
18	Older than seniors	0	0%
19	Not in school	0	0%
20	TOTAL	4	(Total should equal 4)

Sites can submit the Excel workbook (after deleting name fields) or send the Summary by mail or fax.



EXHIBIT 10.2

HS/HT Customer Satisfaction Survey

We are interested in assessing our High School/High Tech (HS/HT) program. Your answers will help us understand how the program met your needs, and how we might improve our program.

Name _____ Today's Date _____

I am a (circle one): parent employer teacher other (specify: _____)

Issue	Question	How satisfied were you with our HS/HT program?				
		1 very dissatisfied	2 dissatisfied	3 neutral	4 satisfied	5 very satisfied
Overall Assessment	Overall satisfaction with your association with this HS/HT program	1 very dissatisfied	2 dissatisfied	3 neutral	4 satisfied	5 very satisfied
Expectations	HS/HT program success in meeting your expectations	1 very dissatisfied	2 dissatisfied	3 neutral	4 satisfied	5 very satisfied
Timeliness	Timeliness of the HS/HT program	1 very dissatisfied	2 dissatisfied	3 neutral	4 satisfied	5 very satisfied
Competence	Competence of the HS/HT staff	1 very dissatisfied	2 dissatisfied	3 neutral	4 satisfied	5 very satisfied
Information	Level of information HS/HT staff shared about processes	1 very dissatisfied	2 dissatisfied	3 neutral	4 satisfied	5 very satisfied
Career Preparation	Student career preparation activities of HS/HT program (See below for description.)	1 very dissatisfied	2 dissatisfied	3 neutral	4 satisfied	5 very satisfied
Connecting Activities	Connecting activities of HS/HT program(See below for description.)	1 very dissatisfied	2 dissatisfied	3 neutral	4 satisfied	5 very satisfied
Work-Based Experiences	Student work-based activities of HS/HT program (See below for description.)	1 very dissatisfied	2 dissatisfied	3 neutral	4 satisfied	5 very satisfied
Leadership Experiences	Student youth development and leadership activities of HS/HT program (See below for description.)	1 very dissatisfied	2 dissatisfied	3 neutral	4 satisfied	5 very satisfied



Issue	Question	How satisfied were you with our HS/HT program?				
Significance	Significance of the HS/HT program experience for students	1 very dissatisfied	2 dissatisfied	3 neutral	4 satisfied	5 very satisfied
Value	Overall satisfaction with your investment in HS/HT	1 very dissatisfied	2 dissatisfied	3 neutral	4 satisfied	5 very satisfied
Recommend	Would you recommend this HS/HT program to your peers?	1 very dissatisfied	2 dissatisfied	3 neutral	4 satisfied	5 very satisfied

Definitions:

- *Career Preparation:* includes career assessment, guest speakers, informational interviews, computer competency.
- *Connecting activities:* includes program supports such as academic tutoring, mentoring, assistive technology, transportation, and connecting to workforce and continued education.
- *Work-based experiences:* includes site visits, job shadowing, and internships.
- *Youth development and leadership:* includes finding role models and supporting peer mentoring, personal development and growth, and leadership training.

Any other comments you would like to make:

At the time of publication, approval of this survey under the Paperwork Reduction ACT (PRA) #XXXX was pending before OMB. For the approval number, please refer to www.highschoolhightech.net.



HS/HT Follow-up Survey

We are interested in finding out how our former HS/HT students are doing after high school. Your answers will help us understand how the program helped you, and how we might improve our program.

Name _____ Today's date _____

Date left high school _____

The following questions ask about your employment or education situation right now.

1. Currently, are you (circle all that apply):

- Enrolled at a 4-year university
- Enrolled at a 2-year junior or community college
- Enrolled at a vocational or technical school
- Employed
- In an adult employment program (like VR, WIA, private program)
- Other (specify) _____

If only employed, go to Question 3. If only attending school, go to question 2

2. What is your major area of study? _____

(If currently ONLY attending school, go to Question 9)

3. On average, how many hours per week do you work? _____ hours per week

4. How much do you earn in this position in a week? \$_____ per week

5. How long have been working in this job?

- a. 3 months or less
- b. 4-6 months
- c. 7-9 months
- d. 10-12 months
- e. More than 12 months

6. Do you receive medical insurance in your current job?

- Yes
- No, because they don't offer it
- No, because I haven't worked there long enough
- No, because I don't work enough hours per week

7. Have you held any other jobs since you left high school?

- a. Yes (specify number)
- b. No

8. Has anything hindered you from finding a job?

- a. My disability
- b. Need more education
- c. Need more experience
- d. Need a specific skill (specify)
- e. Other (please explain)





The following questions ask about HS/HT activities in which you participated, and whether you found them helpful.

9. To what extent have the activities you participated in during HS/HT helped you become better prepared for a high-tech career?

- a. To a great extent
- b. To some extent
- c. Not at all

10. To what extent have the activities you participated in during HS/HT helped you become better prepared for further education or training (university, college, vocational tech school, or other)?

- a. To a great extent
- b. To some extent
- c. Not at all

11. To what extent have the activities you participated in during HS/HT helped you live more independently?

- a. To a great extent
- b. To some extent
- c. Not at all

12. How would you rate the quality of activities that you received from HS/HT?

- a. Excellent
- b. Good
- c. Fair
- d. Poor



13. Which HS/HT activities did you find most helpful?

14. Which HS/HT activities did you find least helpful?

Thank you for your time!

This instrument is adapted from HS/HT of UCP, Cleveland, Ohio Longitudinal Follow-up for HS/HT and Follow-Up Questionnaires prepared by Research Triangle Institute for A Longitudinal Study of the Vocational Rehabilitation Service Program (1994).

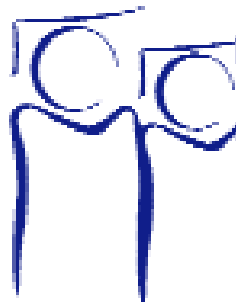


At the time of publication, approval of this survey under the Paperwork Reduction ACT (PRA) #XXXX was pending before OMB. For the approval number, please refer to www.highschoolhightech.net.



“The targeted students have struggled through most of their school experiences. The high school years are especially stressful due to the pressures of getting a standard diploma and planning for the future. The HS/HT program has provided critical support to these students. Just being a part of this program has increased their confidence and self-esteem. They feel good about being a part of something they can talk about with no stigma attached to it.”

—Mary Lankford, Exceptional Students Education Teacher
Lake Weir High School, Ocala, FL



Marketing a HS/HT Program

CONDUCT A GOOGLE OR AMAZON SEARCH — OR take a trip to your local library or bookstore — and you'll find an overwhelming selection of books and other materials on the subject of marketing. Most of these resources offer excellent information about marketing methods and tools. However, none will offer advice directly applicable to marketing your HS/HT program. This chapter does just that. It presents some basic marketing principles and offers ideas for strategies that you might apply to your HS/HT program.

What is marketing?

The American Marketing Association defines marketing as *“the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives.”* As this definition suggests, marketing involves a variety of interrelated, ongoing activities that permeate an organization's operations. Marketing activities range from creating a service or product that meets your target markets' needs, to promoting the product, to making sure that your customers are satisfied.

People sometimes mistakenly equate marketing with its individual components, such as advertising, sales, or public relations. Although these components may be important in an overall marketing effort, strategic marketing takes a much broader view. It involves designing services or products that meet a specific market's needs and then getting those services or products to the target market or customer.

Why market your program?

Establishing a HS/HT program is an important accomplishment, but strategic program marketing can be the key to the program's long-term viability. Whether your program already exists or is just now getting underway, strategic marketing planning can help it to flourish and make a real difference in the lives of the young people the program is intended to serve.

Before you can decide *how* to market your HS/HT program, you must first think about *why* you would want to market the program. In the HS/HT context, your ultimate marketing goals might be to

- **Increase** career exploration and career development **opportunities** for youth with disabilities in your community.
- **Inform** high-tech employers and other stakeholders about the benefits they will reap by participating in your program.
- **Educate** people in business and industry about the advantages of employing persons with disabilities, including youth with disabilities.
- **Increase** the program’s **visibility** among youth with disabilities and their families, employers, school system staff, funding sources, and staff at One-Stop Career Centers and other community agencies.
- **Persuade** youth and prospective stakeholders to participate or “invest” in the program.
- **Establish** and convey a clear program **identity**.

Although the prospect of doing “strategic marketing” may sound intimidating at first, keep in mind that effectively marketing your HS/HT program does not require a degree in business or decades of marketing experience. Rather, it requires enthusiasm, resourcefulness, persistence, thoughtful planning, and an ability to persuade others to become part of the program. Also keep in mind that marketing is as much art as science. Each situation is unique, so there is no right or wrong approach to marketing – only more effective or less effective marketing!

Become a strategic marketer

Corporate giants spend billions of dollars to market their products and services. Even mid-sized companies dedicate as much as 10% of their revenues to packaging and advertising their wares. Fortunately, the task of marketing a High School/High Tech program requires more ingenuity than monetary outlay.

The section below suggests a step-by-step process for planning and implementing your HS/HT marketing efforts. As you move through the process, you may find that some of the suggested steps overlap and may be conducted at the same time. You may also find that you need to revisit some of the steps as you gather information and gain experience.

A STRATEGIC MARKETING PLAN TYPICALLY INCLUDES A(N):

- **Introduction:** States the program’s mission, describes the rationale for marketing the program, and summarizes your marketing goals.
- **Situation analysis:** Describes internal and external environmental factors that may impact your marketing efforts.
 - **Target market:** Specifies your target audience.
 - **Marketing goals and objectives:** States what you hope to achieve in terms of broad marketing goals and more specific objectives.
 - **Action plan:** Specifies the marketing strategies and tactics you will use to achieve each goal and objective, sets target start and finish dates, and states who will be responsible for and involved in each activity.
 - **Evaluation plan:** Describes how you will evaluate the success of your marketing efforts.

(Tilson, 1999)

The information you gather and develop as you proceed through these steps should be compiled into a detailed, written strategic marketing plan. Keep in mind that your plan can be as simple or complex as you wish, but should be realistic and achievable. Also keep in mind that the plan should not be set in stone, but should evolve as your HS/HT program and marketing needs evolve.

Five steps to marketing your program

Step 1: Analyze your situation.

Before you dive into marketing your HS/HT program, it is important to analyze your current situation. By gathering information from a variety of sources, you will better understand the environment in which you are working and your program’s marketing challenges and opportunities. For example, to market your

DEVELOP A CONTACT DATABASE

A contact database can help you take an inventory and keep track of current and prospective contacts, and will serve as a useful organizational tool as you plan and implement your marketing efforts. Below are suggestions for developing such a database.

- Begin by compiling a list of individual contacts you have in companies, government agencies, employment service agencies, funding groups, and other relevant organizations. Also include the names of current and former High School/High Tech participants who may help market the program or serve as speakers or mentors.
- Brainstorm the types of high-tech occupations in which your students might have an interest (e.g., graphic design, website design, computer repair, telecommunications, engineering, biotechnology, software engineering).
- Ask your colleagues to help you identify local high-tech companies and prospective funding sources. Try to identify contact people within those organizations.
- Compile all of the information gathered into a contact database that, at a minimum, includes each company's name, at least one contact person's name and position, mailing address, telephone and fax number, e-mail address, website address, date of the most recent contact, name of the program staff person who made the contact, and the outcome of the discussion (for example, "discussed internship possibilities").
- If possible, use database software to create a searchable, electronic database.
- Build and update the database as your program evolves and your marketing activities progress.

program effectively to local employers, it is helpful to understand your community's economic situation and employment trends and to be aware of your community's leading, new, and growing high-tech businesses. It also is useful to understand the hiring, retention, and competition challenges that local employers face. Understanding your internal and external environments will also make you more credible when speaking with colleagues, employers, or others about the value of your HS/HT program. Your "situation analysis" should focus on both the strengths and weaknesses of your internal (or organizational) situation and resources and the threats of the external environment that may influence your marketing and program directions. Be sure to take notes as you gather information and then compile the notes into a written analysis.

Sources of information for your internal and external situation analysis may include

- Your advisory committee or board of directors.
- Co-workers.
- Youth with disabilities and their families.
- Current employer contacts.
- The business sections of local newspapers.
- The *Yellow Pages* or other telephone directories.
- Your local Chamber of Commerce and other business organizations (e.g., the Rotary Club).
- The reference section of your public library.
- State and local professional and trade associations.
- Community-based organizations serving persons with disabilities.
- Employment service agencies (e.g., the local Vocational Rehabilitation agency and local One-Stop Service Center).
- Other local, state, and federal government agencies (e.g., the U.S. Census Bureau).
- The Internet.

As part of your situation analysis, be sure to visit high-

tech employers in your community. Develop a contact database (see box) and plan to conduct site visits with known or new contacts. Let the employers know you are with HS/HT and that your work involves assisting youth with disabilities in exploring career opportunities. Initially, your focus should be on learning about a particular industry, although such visits also offer opportunities to get to know employer representatives — and for them to get to know you.

Step 2.

Define your marketing goals and objectives.

Before choosing your marketing strategies, it is important to determine what you hope to achieve. Use the information gathered through the situation analysis to define your goals and objectives. For example, if you learned that most youth with disabilities in your area are aware of or already participate in your program, but that few high-tech employers are familiar with the program, it would be best to focus your efforts on employers, not youth.

Your marketing goals should define the overall changes you hope to accomplish in the process of marketing your program. For example, do you hope to

1. Increase the number of youth with disabilities who participate in the program?
2. Build parents' awareness and support of the program?
3. Recruit local advisory committee members?
4. Obtain a grant or other funding to operate the program?
5. Increase the number of industry tours or site visits offered to youth with disabilities?
6. Increase the number of guest speakers who participate in your program?
7. Identify host organizations for job shadowing experiences?
8. Establish internships?

After you have defined your overall marketing goals, write down objectives that describe the steps that must be taken to achieve each goal. Unlike goals, which are

UNDERSTAND YOUR “COMPETITION”

Just as successful companies invest a significant amount of time, energy, and resources gathering “intelligence” about their competitors, so should you determine which other organizations are vying for employers’ or funding organizations’ attention and resources in your community. For example, human service agencies, cooperative education and work-study programs, other school systems, and even other groups within a particular school may be seeking or have established partnerships with the some of the organizations on your contact list.

It is important to recognize the possibility that you have “competition” and to learn about employers’ and other stakeholders’ relationships with other organizations. Gathering such information not only will help you to develop your niche and better position your HS/HT program in the market, but also may provide ideas for mutually beneficial linkages with your “competitors.”

broad statements of what you hope to achieve, marketing objectives should be measurable and time-specific. For example, one of your marketing goals might be to establish new internship opportunities for HS/HT participants. Associated objectives might be to:

1. Increase the number of internships at XYZ Corporation to three within the next year; and
2. Establish at least five summer internship opportunities at new genetics research firms in the community by April.

Step 3. Identify your target market.

In order to define your marketing goals and objectives, you must also clearly define your “target market.” To define your target market, think first about the broad “universe” of “customers” (e.g., youth with disabilities, family members, school staff, employers, foundations, and employment service agencies), and then divide the universe into narrower market “segments” (e.g., scientists at biomedical research labs or human resource officers in the software development

companies). Refer to your situation analysis and your marketing goals and objectives to help define your target markets.

If your resources and time are limited, you may want to focus initially only on the one or two market segments that will give your HS/HT program the greatest benefit. Channeling your efforts to reach only those segments will help focus your efforts and ensure that you can achieve your goals with the resources available. You can later expand your efforts to other target markets as you gain experience and your program grows.

Features to benefits

Because HS/HT programs rely on a variety of partners, it is important for marketing efforts to be

targeted. This is achieved by translating your program features into customer benefits. Features are defined in terms of products or services. A car, for example, may *feature* a manual transmission and power accessories such as windows, door locks, and radio antenna. The customer, on the other hand, defines *benefits*. Depending on the customer, the benefits of a manual transmission may be in handling and responsiveness or in improved gas mileage. Power accessories may represent luxury or may simply be elements of convenience. Again, the benefits are determined by the customer. Think about express mail. Most people would think companies dealing with express mail are in the shipping business, but in essence they are in the reliability business. Many of its customers are businesses that want the absolute, positive assurance that their valued shipments will be delivered the next

Ask Yourself: Is Your Program Business-Friendly?

Solid relationships with employers are an essential part of any HS/HT program. Therefore, your success as a program operator depends in large part on how well you interact with employers in your community. As you market your High School/High Tech program and develop relationships with employers, think about how “business-friendly” you and your program are.

Taking steps to be business-friendly is important for several reasons:

- Your HS/HT program needs employers more than they need your program.
- Business people expect to work with others who present themselves as professionals.
- Employers want to know that their relationship with your program will benefit them and that they will receive a personal or business return on their investment. They may view your program from a human resources and business perspective, not from an altruistic, charity perspective.

When working with employers, be sure that you:

- Conduct business in a professional, respectful manner (e.g., by arriving on time for appointments, being prepared, replying promptly to telephone and e-mail messages, dressing

appropriately, sending thank-you notes, and following up as appropriate) and encourage the youth participants in your program to do the same.

- Think of employers as customers. Listen to their needs and take extra steps to meet those needs. For example, could an employer’s workforce benefit from disability awareness training or does the employer need advice on workplace accommodations?
- Work to build a relationship rather than “make a sale.”
- Look for ways to make your HS/HT program convenient and understandable to employers. Employers may not have experience working with youth or with people with disabilities, and may not have been part of internship, job shadowing, work-study, or other programs for students in the past.
- After you begin working with an employer, continuously assess the employer’s satisfaction with the relationship and make improvements as needed. Resolve problems immediately and make it clear that you are interested in helping them to achieve their business goals.

Adapted from: Customized Employment Strategies Training Manual. ODEP, 2002.

day or even the same day. These customers are so motivated by reliability that they will pay a substantial premium over other shippers, simply for their own peace of mind.

Now, think about the services provided by the HS/HT program. How could these “features” be thought of as “benefits” to your audience base? This becomes your marketing “script.” Consider the following example, and fill in the chart defining your programs benefits for various stakeholders.

Step 4. Develop and implement a marketing action plan.

		Audience Benefits		
		Youth/Family	Employer	Funding Source
Program Features	Preparatory Experiences			
	Work-Based Experiences			
	Leadership Development			
	Connections and Collaborations			

A carefully designed and written action plan will serve as a road map for your marketing efforts, helping you get to your desired destination. The methods and techniques you choose to include in your action plan will depend on many factors, including your program vision, the solidity of your existing relationships with employers and others in your community, the size of your program and target market, your human resources, and your budget.

Your written marketing action plan should provide clear, concise direction for your marketing efforts and help you to measure the success of your efforts. The action plan should

- State the broad marketing strategies (e.g., personal contact or media relations) and tactics (specific activities selected to implement the strategies) you plan to use.

- Establish target dates for each activity.
- Assign responsibilities and define individuals’ involvement.
- Specify how your marketing efforts will be evaluated, as suggested below.

As you begin to develop an action plan, think carefully about your marketing goals and objectives and carefully choose strategies and tactics that will help you to achieve those goals. Sometimes, a targeted approach aimed at reaching specific types of employers (government agencies or small graphic arts firms) and involving only one or two strategies and a few tactics will suffice. In other situations, you may find that a broader approach that involves several strategies and tactics will be more effective. As you draft your action plan, be sure to solicit input from your advisory committee, board, colleagues, and trusted representatives of your target markets.

Marketing strategies and tactics

There are eight primary strategies for marketing your HS/HT program and reaching your target audiences:

1. Personal contact
2. Print communications
3. Electronic communications
4. Media relations
5. Public service advertising
6. Paid advertising
7. Specialty advertising
8. Special event sponsorship

See *Exhibit 11.1* for a detailed explanation of the marketing strategies and tactics as well as the advantages and disadvantages for each.

Don’t forget that HS/HT participants are your best advertisement. Involve them whenever possible in special events, personal contacts, presentations, and the design and content of ads, articles, promotional material, and Web sites.

Step 5. Evaluate your marketing activities.

People who succeed in business know the importance of tracking their marketing results. Building evaluation plans into your strategic marketing plan from the beginning will help you measure your results. It will also provide you with the information you need to refine your marketing efforts and gain ongoing support of your HS/HT program. Two types of evaluation — process evaluation and outcome evaluation — are useful.

Process evaluation provides data about the administrative and organizational aspects of your marketing efforts. This type of evaluation might result in a report that documents, for a specified time period, the number of telephone calls made to or received from prospective employer partners, meetings held with employers to discuss opportunities for involvement in the program, quarterly employer satisfaction survey results, news stories that were published in local newspapers, materials (i.e., coffee mugs, pens, etc.) distributed, and hits on your Web site. Process evaluation data should be gathered continuously and analyzed periodically.

Outcome evaluation, on the other hand, focuses on the actual results of your marketing efforts. Outcome evaluation measures might include, for example, the number of internship positions or job shadowing

situations created as a result of your marketing efforts, employers' expressions of interest in participating in your program, the amount of grant funding received, or the number of employers who have hosted field trips at their worksites.

Outcome data can be gathered and assessed at predetermined time points, such as following events or at the end of each school year. Outcome evaluation data might also include letters from youth participants or vignettes illustrating the ways in which youth with disabilities and employers benefited. Collecting outcome data involves extra work, but having the data available will be well worth the effort as you apply for grants, seek funding for specific activities, or make presentations to your board or advisory committee, for example.

When you analyze both process and outcome evaluation data, you look at both the positive and negative impacts of your marketing efforts. Look at the return on investment for your marketing efforts. What marketing strategy had the highest response rate? What was the cost per response? Be willing to improve or eliminate the weak areas, make the most of your marketing program's strengths, and adopt new marketing strategies and tactics as you gain experience and your program evolves.





Suggested Marketing Strategies

Personal contact:

- Send personalized letters and your High School/High Tech business card to selected employers or others in the community to let them know about your program and to invite their participation in the program or a specific event. When sending letters, be sure to follow up by telephone to confirm receipt and answer any questions.
- Call or send e-mail messages to people with whom you have an existing relationship to let them know about your High School/ High Tech program and to invite their participation. Before making contact, know what you want to communicate and what you will ask them to do.
- Make “cold calls” or canvas high-tech employers to learn more about their organizations, let them know about your program, and get a sense of the employer’s potential interest in becoming a part of the program. Even though you may be making cold calls, be sure to take a warm approach!
- Educate others at your school or organization about the goals and activities of the High School/High Tech program.
- Arrange for site visits to help you better understand high-tech employers’ operations and business cultures.
- Represent your program at community, business, and professional events as a speaker, host, or exhibitor.
- Network at professional conferences, in classes you may be taking, or through your involvement in community or volunteer activities.
- Visit employers’, employment service agencies’, and funding sources’ Web sites or call their offices to obtain e-mail addresses. Send e-mails to targeted individuals to let them know about your program.
- Volunteer to serve on boards or committees of stakeholder organizations.
- Arrange for booth space at conferences attended by youth with disabilities or their families, local employers, or community agencies.
- Attend or exhibit at high-tech trade shows to meet and network with employer representatives.
- Invite target market representatives to become a part of your local advisory committee.
- Ask your current employer partners to tell their colleagues in the business world about your program.
- Follow up after each contact by sending a letter or by calling with additional information.
- Focus on building long-term mutually beneficial relationships rather than making a sale.

Advantages of Personal Contact:

1. Allows control of results
2. Requires few material resources
3. Allows you to use your interpersonal skills and known contacts

Disadvantages of Personal Contact:

1. Can involve significant time
2. Offers limited reach

Print communications:

- Develop a High School/High Tech program brochure or fact sheet to mail with letters, disseminate at meetings or workshops, or post in targeted locations.
- Create an inexpensive newsletter that periodically updates current and prospective employers and others about your High School/High Tech program and participants’ success stories. Produce the newsletter in a print format and post it on your Web site.
- Design and print High School/High Tech program business cards and stationery that convey a professional, consistent program image (see box). Be sure that the business card includes your telephone

and fax numbers, mailing, e-mail, and Web site addresses. Carry business cards with you at all times.

- Develop program progress reports or an annual report to update stakeholders about program activities and accomplishments.
- Make copies of articles that have been published about your program and share them with stakeholders and prospective stakeholders.

Advantages of Print Communications

1. Lets you control the messages and timing
2. Allows you to target specific audiences

Disadvantages of Print Communications

1. Requires funds for reproduction
2. Can involve significant time for writing and layout
3. Requires lead time to develop materials

Electronic communications:

- Create a Web site that informs your target markets about the program and provides your contact information. Be sure to keep the Web site current and add new material to encourage viewers to return to it.
- Register your Web site with search engines to improve the chances of the site being found when Internet users conduct a search. Register for free on search engines' Web sites (e.g., www.google.com) or pay to use a search engine registration service.
- Disseminate program updates, event invitations, and other information by e-mail.
- Create and send periodic e-mail newsletters.
- Create a video or CD-ROM that explains the program's goals, activities, and successes.
- Participate in online communities such as electronic bulletin boards and listservs used by local high-tech business leaders, workforce development representatives, or disability employment professionals.
- Ask employer partners to include information about the program and their involvement in it on their Web sites.

- Arrange for reciprocal Web site links with other organizations (e.g., Web sites of employer partners).
- Include your program contact information and Web site address on your e-mail address block.

Advantages of Electronic Communications

1. Lets you control the messages and timing
2. Allows instant, low-cost dissemination of messages
3. Allows you to target specific audiences as needed (i.e., through targeted e-mail)
4. Enables interactive, around-the-clock communication, interpersonal skills, and known contacts

Disadvantages of Electronic Communications

1. Requires expertise, technology, and time to develop, launch, and maintain a Web site
2. Requires staff time to respond to e-mail inquiries, manage listservs, etc.

Media relations:

- Create news by "pitching" story ideas to local media representatives. Suggest interesting angles for covering your High School/High Tech program, youth participants' accomplishments, or collaboration with employers.
- Mail, fax, or e-mail news releases or media advisories to reporters, editors, or producers at local newspapers, television stations, and radio stations to inform them of program events and activities. Be sure to use the proper format and always include your telephone number and e-mail address for any questions the recipient might have.
- Write articles about program activities for placement in local newspapers, trade publications, employers' in-house or external newsletters, or school system publications. Before writing the article, be sure to contact the publication to determine the editor's interest in a particular story idea.
- Use — but don't abuse — any connections you may have with local reporters, editors, or producers.
- Develop and use a database of media contacts.
- Tap into the expertise of media relations experts within your school system or ask your employers if

their public relations staff can advise you on media relations.

- Invite media representatives to become a part of your local advisory committee.
- Invite reporters to attend your program events.
- Make yourself or your program participants available for media interviews.
- Talk with representatives at your local public access cable television station about being included in their programming (e.g., in a panel discussion about youth and employment).

Advantages of Media Relations:

1. Often allows rapid dissemination of messages
2. Involves few or no material costs
3. Allows you to reach a broad audience

Disadvantages of Media Relations

1. Provides limited control of messages and timing of message release
2. Requires sustained work to maintain relationships with reporters and others
3. Requires time to communicate and follow-up with reporters and others

Public service advertising:

- Submit announcements about events, needs for volunteers, and needs for partner organizations to local newspapers, radio stations, and broadcast and cable television stations.
- Work with program partners (e.g., employers) to develop issue-oriented print or broadcast public service announcements (PSAs).
- Use the proper format for the media outlet you are using. Try to limit PSAs for television and radio to 30 seconds and indicate the running time on the announcement.

Advantages of Public Service Advertising

1. Offers free promotion air time or print space
2. Can offer wide reach

Disadvantages of Public Service Advertising

1. Offers little control over timing and editing of messages
2. Can involve costs to develop print or broadcast ads

Paid advertising:

- Do a cost benefit analysis for paid advertising, which can be very expensive. Investigate circulation numbers, readership/viewers, and other relevant information. Which TV channel has the highest viewership among your target audience? Should you run your display ad in the sports section, business section, or near the education columnist in the newspaper? What day of the week would be best from an exposure and impact standpoint?
- Develop a template or “look” for your print advertisement with a graphic designer – or with your HS/HT students.
- When looking for employer partners, place paid advertising in local newspapers and on radio, broadcast television, or cable television.
- Place ads in local business magazines, newsletters, and directories.

Advantages of Paid Advertising

1. Lets you control message content
2. Lets you control where and when messages are disseminated
3. Can offer targeted or wide reach

Disadvantages of Paid Advertising

1. Involves costs to create and place ads
2. Requires repeated ad placement to achieve the greatest impact

Special event sponsorship:

- Invite representatives of business and industry, employment service agencies, schools, and prospective or current funding organizations to an annual informational meeting or kick-off event.
- Hold an annual employer or funding organization recognition event, or present awards to employers, youth participants, and other stakeholders at an annual program banquet.
- Invite local high-tech employers, community colleges, and universities to participate in a career fair for people with disabilities.
- Create an annual, issue-oriented awareness event that involves program stakeholders.

Advantages of Special Event Sponsorship

1. Provides visibility in the community or targeted communities
2. Offers opportunities to recognize and solidify support of program stakeholders
3. Offers opportunities to make new contacts

Disadvantages of Special Event Sponsorship

1. Can require funds to rent event space, produce materials, and provide refreshments
2. Requires significant staff time for planning, logistics, and follow-up
3. Can be negatively impacted by weather, traffic, and other problems

Specialty advertising:

- Create T-shirts, mugs, magnets, bookmarks, mouse pads, pens, or other giveaways bearing your High School/High Tech program's logo or slogan. Distribute the items at events, when you meet employers, or have other contact with representatives of your target markets.
- Consider selling specialty advertising items to raise funds for your program.

Advantages of Specialty Advertising

1. Offers low-cost program visibility
2. Offers control over product design and distribution

Disadvantages of Specialty Advertising

1. Requires funds for product design and production
2. Requires staff time to oversee item production, distribution, and inventory





News Release Template

CONTACT: CONTACT NAME IN CAPS
NAME OF ORGANIZATION/COMPANY: IN CAPS
PHONE: (XXX) XXX-XXXX
FAX: (XXX) XXX-XXXX

FOR IMMEDIATE RELEASE

DATE TO BE RELEASED

TITLE OF RELEASE SHOULD SUMMARIZE THE CONTENT OF THE RELEASE IN ONE LINE AND SHOULD BE IN CAPS, BOLD, AND CENTERED

NAME OF CITY IN CAPS AND BOLD – In the first paragraph of a news release, state the basic who, what, where, when and why information. A release should lead with the most important information and end with the least important. As a general rule, news releases should be no longer than two pages.

Indent all new paragraphs. Paragraphs should consist of approximately 3 – 4 concise sentences. The body of a news release should be double-spaced, whereas the contact information should be single-spaced.

Print news releases on organization or company letterhead if available. Include the month (spelled out), day, and year in your dateline at the top. Provide at least one-inch margins on each side of the paper if possible.

Use three number marks (###) centered on the bottom of the page to indicate the end of a release. If an additional page is necessary, indicate that the release continues onto the next page using the following centered on the bottom of the first page: -more-. If you must continue your release onto the next page, never break a sentence. Simply begin the next page with the entire sentence. Do not indent this sentence.

-more-

In the "slugline," use one to two words that summarize the entire release. These can usually be pulled from the title, and should be in all caps. Always place "Page 2" underneath. Slugline and date should be single-spaced. However, the remainder of the release body will be double-spaced.

There is no need to use letterhead for subsequent pages. Plain white paper will do fine. Your last paragraph should be separate and list contact information in case the reader would like more information.

For more information, contact _____, at _____. You can include telephone, fax, e-mail or address.

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Source: The Able Trust – Florida Governor's Alliance for the Employment of Citizens with Disabilities



Media Advisory Template

CONTACT: CONTACT NAME IN CAPS
NAME OF ORGANIZATION/COMPANY: IN CAPS
PHONE: (XXX) XXX-XXXX
FAX: (XXX) XXX-XXXX

MEDIA ADVISORY/PHOTO OPPORTUNITY (CENTERED IN BOLD, CAPS, AND LARGER FONT SIZE)

WHO: Name of the organization hosting the event

WHAT: Name of event/what is taking place

WHERE: Physical location – provide address

WHEN: Date and time of event

WHY: Purpose of event

You may choose to provide a brief summary underneath (1-2 paragraphs) with more detailed information on the event. Highlight particular aspects of the event that are newsworthy and not included in the basic who, what, where, when, and why, such as dignitaries attending, special awards or honors being presented, activities surrounding the event or announcements made.

For more information, contact _____ at _____.

###

Source: The Able Trust – Florida Governor’s Alliance for the Employment of Citizens with Disabilities



Public Service Announcement Template

TITLE OF PSA SPOT

BROADCAST DATES

__ SECOND PSA

CONTACT: NAME OF CONTACT IN CAPS

PHONE: (XXX) XXX-XXXX

DATES (MONTH & DAY)

FAX: (XXX) XXX-XXXX

ANNOUNCER:

PSA COPY SHOULD BE TYPED ON THE RIGHT-HAND SIDE OF THE SHEET IN CAPITAL LETTERS. TRIPLE-SPACE THE COPY IN ORDER TO MAKE IT EASIER FOR THE ANNOUNCER TO READ. BE SURE TO LIST IF THE SPOT IS A 60-, 30-, OR 10- SECOND SPOT. IN THE TOP LEFT-HAND CORNER OF THE COPY, LIST THE DATES (MONTH, DAY) YOU WOULD LIKE IT TO RUN. READ YOUR COPY OUT LOUD AND TIME YOURSELF TO ENSURE YOU ARE WITHIN THE APPROPRIATE TIME LIMITS. USE -30- TO INDICATE THE END OF THE COPY.

-30-



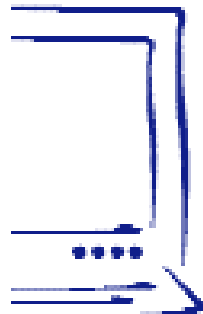
Source: The Able Trust – Florida Governor’s Alliance for the Employment of Citizens with Disabilities



“Because of the HS/HT program,
our son is now serious about his future.
We now believe he will succeed at
whatever he decides to do.”

—Parents, Chandler, FL





HS/HT Glossary

ASSISTIVE TECHNOLOGY: Under the law, assistive technology (or adaptive technology) is defined as including both assistive devices and the services needed to make meaningful use of such devices. The Assistive Technology Act of 1998 (or the “Tech Act”) defines an assistive technology device as: any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities. An assistive technology service is defined as: any service that directly assists an individual with a disability in the selection, acquisition, or use of an assistive technology device.

CAREER: An individual’s work and leisure time pursuits that take place over his or her life span. The manner in which individuals see themselves in relationship to what they do (Sharf, 1997).

CAREER ASSESSMENT: A comprehensive process conducted over a period of time, involving a multi-disciplinary team with the purpose of identifying individual characteristics, education, training, and placement needs. Such assessments provide educators and others with the basis for planning an individual’s school and career development program. Career

assessment may use both formal and informal methodologies and should provide the individual with insight into his or her vocational potential (Leconte & Neubert, 1997).

CAREER EDUCATION: An educational emphasis stressing the teaching of life career roles (e.g., family member, citizen, community participant, worker, etc.) early in life, to be followed up throughout the student’s education, in preparing him or her for those roles (Sitlington, Clark, & Kolstoe, 2000).

COLLABORATION: A mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to: a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability; and sharing of resources and rewards (Mattesich & Monsey, 1992). Collaboration involves a formal, sustained commitment among partners to accomplish a shared, clearly defined mission (Kerka, 1997). Collaborative efforts can overcome service fragmentation and interrelated problems resulting in improved services to individuals with disabilities (Melaville & Blank, 1993).

CONFLICT RESOLUTION: The process of becoming aware of a conflict, diagnosing its nature, and employing an appropriate problem-solving method in such a way that it simultaneously achieves the goals of all involved and enhances the relationships among them (Dettmer, Thurston, & Dyck, 1993).

DISABILITY: A person who (1) has a physical or mental impairment that substantially limits one or more major life activities; (2) has a history or record of such an impairment; or (3) is perceived by others as having such an impairment. This broad definition forms the basis of civil rights of people with disabilities and is used as the core definition of disability for all the federal government legal and regulatory compliance responsibilities as they relate to both physical and programmatic access (The Americans with Disabilities Act).

DISCLOSURE: May be broadly defined as the intended release of personal information by individuals regarding their tastes, interests, work, finances, education, attitudes, opinions, body, and personality (Jourard & Lasakow, 1958 in Lynch and Gussell, 1996). With regard to people with disabilities, it refers to the act of informing someone that an individual has a disability, including self-disclosure.

E-MENTORING: A modification of the traditional mentoring model, using e-mail to connect adult employees with students through the Internet. Electronic (e-) mentoring offers a realistic way for busy adults and busy youth to build meaningful relationships. Because it is so convenient, many employees volunteer to become mentors (National Center on Secondary Education and Transition).

EMPLOYMENT: Regular engagement in skilled or unskilled labor or service activities for payment (NCWD/Youth).

ENTREPRENEURSHIP: The act of organizing, managing, and assuming the risks of a business or enterprise (Webster's Ninth New Collegiate Dictionary, 1983). Entrepreneurships may include small family-owned businesses, self-employment, or sole proprietorship. In terms of career development for youth, entrepreneurships may include school- or community-based businesses whereby youth produce

goods or services for sale, under the tutelage of business mentors. An entrepreneur is a person who is able to look at the environment, identify opportunities for improvement, gather resources, and implement action to maximize those opportunities (Nelson & Johnson, 1997).

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (PL 101-476): This law, known as IDEA, is the latest amendment of the Education of All Handicapped Children Act of 1975. This landmark piece of legislation ensures that children and youth between the ages of 3 and 21 are provided with a free and appropriate public education in the least restrictive environment. All children receiving special education and/or related services must have an Individualized Education Plan (IEP).

INDIVIDUALIZED EDUCATION PLAN (IEP): A written document required for all individuals in school who have been classified as needing special education programs and related services because of a documented disability. The IEP must include the student's present level of functioning in each identified needs area, a statement of annual goals for the student, a statement of appropriate short-term objectives with the evaluation approach and criteria for determining progress toward achievement of annual goals, a statement of any required related services and who will provide them, a statement of transition service needs (beginning at least by age 14), and a statement that relates to the amount of time the student will spend in the least restrictive environment.

INDIVIDUALIZED PLAN FOR EMPLOYMENT (IPE): Outlines vocational goals and plan for delivery for an individual, and serves as an agreement between the individual with a disability and the vocational rehabilitation counselor regarding mutual expectations in the rehabilitation process.

INTERNSHIP: Planned instructional experiences (both during the school year and summer) designed to provide students with additional technical competencies. These experiences, occurring in a community-based worksite, may be paid or unpaid and permit the student to sample the type of work available in a particular industry (Sarkees-Wircenski & Scott, 1995).

JOB SHADOWING: The process of following an employee performing his or her daily tasks. The goal is to gain an understanding of what the employee's job entails, and whether a person would be interested in or qualified to perform such duties (Sitlington, Clark, & Kolstoe, 2000). A program that places students at worksites to observe workers performing their duties, and often to receive detailed descriptions of what workers do and why (Sarkees-Wircenski & Scott, 1995).

LEADERSHIP: (1) The ability to guide or direct others on a course of action, influence the opinion and behavior of other people, and show the way by going in advance (Wehmeyer, Agran, & Hughes, 1998). (2) The ability to analyze one's own strengths and weaknesses, set personal and vocational goals, and have the self-esteem to carry them out, e.g., includes ability to identify community resources and use them, not only to live independently, but also to establish support networks to participate in community life and to effect positive social change (DC Youth Leadership Forum, Adolescent Employment Readiness Center, Children's Hospital).

MARKETING: The process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives (The American Marketing Association). For programs such as High School/High Tech, marketing, at its most basic level, refers to the act of letting a target group or individual know: (1) your program exists; and (2) it is mutually beneficial to enter a partnership with your program.

Memorandum of Understanding (MOU): Documents that outline specific areas of mutual interest between two or more partners. MOUs may not commit partners to perform work or to assign, license, or protect ownership of intellectual property; rather they provide general guidance for pursuing shared interests that are mutually beneficial to the parties involved. The terms of an MOU are agreed upon by all partners and signed and must include the objectives (purpose or intention), outcomes (result or end product), and output (production).

MENTORSHIP: A supportive relationship between a youth or young adult and someone more senior in age

and experience who offers support, guidance, and concrete assistance as the younger partner enters a new area of experience (Sarkees-Wircenski & Scott, 1995). Mentors can be teachers, work supervisors, co-workers, college instructors, community members, former HS/HT participants, and others.

NATURAL SUPPORTS: Personal associations and relationships typically developed in the community that enhance the quality and security of life for people, including, but not limited to, family relationships; friendships reflecting the diversity of the neighborhood and the community; association with fellow students or employees in regular classrooms and workplaces; and associations developed through participation in clubs, organizations, and other civic activities [Lanterman Developmental Disabilities Services Act, Section 4512 of the Welfare and Institution Code, Part (e)].

ONE-STOP CAREER CENTER (“One-Stop”):

Designed to provide a full range of assistance to job seekers under one roof. Established under the Workforce Investment Act, the centers offer training referrals, career counseling, job listings, and similar employment-related services. Customers can visit a center in person or connect to the center's information through PC or kiosk remote access (Department of Labor, 2002).

OPPORTUNITY AWARENESS: The process of exposing young people with disabilities to the myriad of high-technology occupations that exist in their local communities, as well as regionally, nationally, and internationally. In addition, opportunity awareness activities such as listening to guest speakers; conducting informational interviews; and conducting research on jobs, companies, and industries provide diverse avenues for youth to learn about the types of education and training necessary to enter fields of interest.

THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT (PL 105-332):

The primary purpose of this 1998 law was to enable the U.S. to be more competitive in the world economy by more fully developing the academic and occupational skills of all segments of the population. This was to ensure that people were

trained and prepared to work in a technologically advanced society. The main themes of this legislation are: (1) integrating vocational education and academic instruction; (2) providing equal access for special populations; and (3) ensuring technical preparation.

POLICY: A principle, plan, or course of action established in statute, regulation, or proclamation by a federal, state or local governing body or elected chief executive (NCWD/Youth).

PREPARATORY EXPERIENCES: A wide array of activities designed to prepare youth to succeed in work-based learning and/or employment settings. These include assessing careers; becoming aware of the opportunities that exist in the work world (opportunity awareness); and developing work-readiness skills such as effective work habits (“soft skills”), computer knowledge, and job search skills.

REASONABLE ACCOMMODATION: As defined by the Americans with Disabilities Act, reasonable accommodation means: (a) modification to the job application process; (b) modification to the work environment or the manner under which the position held is performed; and (c) modification that enables an employee with a disability to enjoy equal benefits and privileges of employment. A reasonable accommodation is one that does not cause an undue hardship for the employer. Accommodations are diverse and may include making existing facilities used by employees readily accessible and usable by individuals with disabilities; restructuring jobs; establishing part-time or modified work schedules; reassigning to vacant positions; adjusting or modifying examinations, training materials, or policies; and providing qualified readers or interpreters.

REQUEST FOR PROPOSAL (RFP): An invitation for providers of a product or service to bid on the right to supply that product or service to the individual or entity that issued the RFP.

SELF-ADVOCACY: The act of understanding one’s disability, being aware of the strengths and weaknesses resulting from the limitations imposed by the disability, and being able to articulate reasonable need for accommodation (Hartman, 1993). The attitudes and abilities required to act as the primary causal agent in

one’s life and make choices and decisions regarding one’s actions free from undue external influence or interference (Wehmeyer, 1992). The ability of an individual to set goals that are important to him or her and having the skills to achieve these goals (Field & Hoffman, 1996).

SOFT SKILLS: The skills, traits, work habits, and attitudes that all workers across all occupations must have in order to obtain, maintain, and progress in employment. These include being dependable, responsible, punctual, adaptable, honest, honorable, well-mannered, positive toward work, and appropriately dressed/groomed. Soft skills also refer to such attributes as ability to get along with others, work in teams, attend to tasks, work independently, and provide excellent customer service, both within the company and externally.

TECHNOLOGY: The tangible objects of the human designed world (e.g., bridges, automobiles, computers, satellites, medical imaging devices, drugs, etc.) and the systems of which these objects are a part (e.g., transportation, communications, finance, healthcare, food production, etc.), as well as the people, infrastructure, and processes required to design, manufacture, operate, and repair the objects (Committee on Technological Literacy, Technically Speaking, 2002).

TRANSITION: The movement of youth with disabilities into employment, post-secondary education, independent living, and community participation (NCWD/Youth).

UNIVERSAL DESIGN: The design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design (Ron Mace). The intent of universal design is to simplify life for everyone by making products, communications, and built environment more usable by as many people as possible at little or no extra cost.

WORK-BASED EXPERIENCE: A supervised program or set of activities on a job site that help a student acquire desirable job skills, attitudes, and habits (Sitlington, Clark, & Kolstoe, 2000). In the High School/High Tech program, this would include

worksite visits, job shadowing, internships, mentorships, and optional activities such as entrepreneurial ventures and apprenticeships.

WORKFORCE DEVELOPMENT SYSTEM: A system encompassing organizations at the national, state, and local levels that have direct responsibility for planning, allocating resources (both public and private), providing administrative oversight and operating programs to assist individuals and employers in obtaining education, training, job placement, and recruitment. Wide arrays of organizations provide direct education, training, or employment services. They include technical schools, colleges, universities, vocational rehabilitation centers, apprenticeship programs, community-based organizations, One-Stop Centers, welfare-to-work training programs, literacy programs, Job Corps Centers, unions, labor/management programs, and others. (NCWD/Youth)

WORKFORCE INVESTMENT ACT (PL 105-220): This 1998 law intends to consolidate, coordinate, and improve employment, training, literacy, and vocational rehabilitation programs in the United States through a One-Stop delivery system.

WORKFORCE INVESTMENT BOARD (WIB): The governing body overseeing implementation of the Workforce Investment Act (WIA).

WORK-READINESS SKILLS: The ability to make the educational and vocational decisions and perform the kinds of educational and vocational tasks that are expected by schools and the workplace. Work-readiness skills include soft skills, computer literacy, and job seeking skills.

YOUTH: That period in life between childhood and maturity known as adolescence. Under various federal laws, the age range of individuals considered to be youth varies:

1. Workforce Investment Act: no younger than 14 or older than 21, with “younger youth” being 14-18 and “older youth” being 18-21.
2. The Rehabilitation Act: no younger than 16.
3. Individuals with Disabilities Education Act: ages 14-22.
4. Social Security Act: ages 13-22, with eligibility redetermination at age 18.

YOUTH DEVELOPMENT: A process that prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences that help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models that focus solely on youth problems. (NCWD/Youth).

YOUTH LEADERSHIP: Any opportunity or activity that builds a young person’s skills, including the ability to actively influence others and create/affect positive change. (Search Institute, 2002).







Resources and References

Internet Resources

listed alphabetically

Disclaimer: At the time of printing, every possible effort was made to compile accurate and up-to-date website information. Internet information changes frequently. ODEP does not endorse, approve, certify or control these external sites, nor any commercial product or service referenced therein, and therefore does not guarantee the accuracy, completeness, efficacy, or timeliness of information found.

ADA Disability and Business Technical Assistance Centers (DBTACS)

www.adata.org/

These regional centers funded by the National Institute on Disability and Rehabilitation Research provide information, materials, and technical assistance on the ADA. Calling (800) 949-4232 automatically connects with the center that serves the local region of the caller. The text of many of the materials is available on the ADA Document Center Web site, including the brochure *Employing and Accommodating Workers with Psychiatric Disabilities*.

The Alliance for Technology Access

www.ataccess.org

The mission of the Alliance for Technology Access (ATA) is to increase the use of technology by children and adults with disabilities and functional limitations. The Alliance has 40 sites around the United States.

American Youth Foundation (AYF)

www.ayf.com/

AYF is a national, not-for-profit youth development

organization that inspires people to make a positive difference in their communities and in the wider world. AYF sponsors peer leadership and diversity programs in more than 40 public and private secondary schools and administers the national "I Dare You Leadership Award."

AmeriCorps

www.americorps.org/

AmeriCorps engages more than 50,000 Americans in intensive, results-driven service each year. AmeriCorps members train volunteers, tutor and mentor at-risk youth, build housing, clean up rivers and streams, and meet other community needs. After their term of service, AmeriCorps members receive education awards to help finance college or pay back student loans.

American Association for the Advancement of Science (AAAS)

www.aaas.org/

The mission of AAAS is to advance science and innovation throughout the world for the benefit of all people.

Association on Higher Education and Disability (AHEAD)

www.ahead.org

AHEAD is an international, multicultural organization of professionals committed to full participation in higher education for persons with disabilities.

American Association for Higher Education (Equal Access to Software and Information)

www.rit.edu/~easi

EASI's mission is to serve as a resource by providing information and guidance in the area of access-to-information technologies by individuals with disabilities. EASI stays informed about developments and advancements within the adaptive computer technology field and spreads that information to colleges, universities, K-12 schools, libraries, and into the workplace.

The Association of Small Foundations (ASF)

<http://smallfoundations.org/>

Foundations with few or no staff provide half of the total foundation funding in the United States, giving essential financial support to hospitals, libraries, youth programs, senior programs, education, historic preservation, the arts, social services, and other important activities in thousands of communities across the country. While these foundations meet a critical need in our communities, it became clear that many of their needs were unmet in the larger philanthropic community. They wanted a network and a community to help them be as effective as possible. ASF was created out of this need and is committed to building and strengthening small foundation philanthropy by providing timely, practical, member-driven programs to all foundations with few or no staff.

Boys and Girls Clubs of America

www.bgca.org/

To inspire and enable all young people, especially those from disadvantaged circumstances, to realize their full potential as productive, responsible and caring citizens, a Boys & Girls Club provides a safe place to learn and grow; ongoing relationships with caring, adult professionals; life-enhancing programs and character development experiences; and hope and opportunity. In 2001, Boys & Girls Clubs served 3.3 million boys and girls at 3,103 locations in all 50 states,

Puerto Rico, and the Virgin Islands, plus domestic and international military bases.

Business Leadership Network (BLN)

www.usbln.com/

BLN, a business-led initiative of the U.S. Chamber of Commerce, is a national program led by employers in concert with state Governor's Committees and/or other community agencies that engage the leadership and participation of companies to hire qualified job candidates with disabilities.

Center for Youth Development & Policy Research

www.aed.org/us/youth.html

The Center for Youth Development and Policy Research provides information to parents, youth, and others on what works in positive youth development; increases the number of possibilities available to young people with disabilities; and strengthens and supports local systems in order to build a comprehensive youth development infrastructure and support positive development for all youth.

Centers for Independent Living (CILs)

www.virtualcil.net/cils/

Centers for Independent Living (CILs) are nonprofit community-based nonresidential organizations that are run by and for people with disabilities. The 1978 reauthorization of the Rehabilitation Act included funding for independent living and the establishment of centers for independent living around the country. Additional funds come from all levels of government, foundations, corporations, United Way, and private contributions. Some CILs offer services at no cost, while others have fee-for-service or third-party payers such as state vocational rehabilitation agencies, other state agencies, private insurance companies, or Medicare and Medicaid. A listing of Independent Living Centers can be found on their Web site.

Children and Adults with Attention Deficit Disorder (CHADD)

<http://chadd.org>

CHADD works to improve the lives of people affected by AD/HD.

The Children, Youth and Families Education and Research Network (CYFERNET)

www.cyfernet.org/

CYFERNET provides many resource-related articles and research on youth development and leadership topics.

Closing the Gap

<http://closingthegap.com>

Closing the Gap, Inc., focuses on computer technology for people with special needs through its bimonthly newspaper, annual international conference, and extensive Web site.

Community Resources

<http://national.unitedway.org/myuw/>.

There are approximately 1,400 community-based United Way organizations. Each is independent, separately incorporated, and governed by local volunteers. There are also local community foundations that may support efforts to support children and youth.

Community Transportation Assistance Project (CTAP)

www.ctaa.org/ntrc/ctap/

CTAP is funded through a grant with the U.S. Department of Health and Human Services. It is a technical assistance and training project that includes a national transportation clearinghouse serving human service agencies, and provides technical assistance, electronic bulletin board services, peer-to-peer network, and training workshops and materials.

Community Youth Development (CYD) Journal

www.cydjournal.org/

CYD Journal is a leading publication for youth and community workers, educators, administrators, researchers, policymakers, and other practitioners committed to the development of young people and communities. CYD promotes youth and adults working together in partnership and offers the opportunity to create just, safe, and healthy communities by building leadership and influencing public policy.

CompassPoint Nonprofit Services

www.compasspoint.org/

CompassPoint is a center of expertise for nonprofit,

public benefit corporations in Northern California and around the country.

Congressional Youth Leadership Council

www.cylc.org/

The Congressional Youth Leadership Council provides outstanding high school students nationwide an opportunity to study leadership, citizenship, and government in the nation's capital.

Council for Exceptional Children (CEC)

www.cec.sped.org/ab/index.html

CEC is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CEC sets professional standards, provides continual professional development, assists newly and historically underserved individuals with exceptionalities, and helps professionals obtain conditions and resources necessary for effective professional practice.

Department of Justice ADA Regulations and Technical Assistance Materials

www.usdoj.gov/crt/ada/publicat.htm

The U.S. Department of Justice provides free ADA materials. Printed materials may be ordered by calling the ADA Information Line (800-514-0301 (Voice) or 800-514-0383 (TDD)). Automated service is available 24-hours a day for recorded information and to order publications.

Publications are available in standard print as well as large print, audiotape, Braille, and computer disk for people with disabilities.

Disability and Business Technical Assistance Centers (DBTACs)

(See ADA Disability and Business Technical Assistance Centers)

DisabilityInfo.gov

www.disabilityinfo.gov/

This Web site aims to reduce barriers to the employment of individuals with disabilities by providing a wealth of annotated links to resources, services, and information available throughout the federal government and from federally funded

programs. Topics include choice and self-determination, civil rights and protections, disability statistics, education, emergency preparedness, employment, health, housing, income support, parenting, recreation and travel, technology, transition, and transportation. A section is devoted to information for and about children and adolescents with disabilities, their parents, and service providers. An extensive set of resources about education and transition and employment are particularly useful. DisabilityInfo.gov is supported by the Office of Disability Employment Policy, U.S. Department of Labor.

Disability Rights Education and Defense Fund (DREDF)

www.dredf.org

Founded in 1979 by people with disabilities and parents of children with disabilities, DREDF is a national law and policy center dedicated to protecting and advancing the civil rights of people with disabilities through legislation, litigation, technical assistance, and education and training of attorneys, persons with disabilities, parents of children with disabilities, and others.

Diversity/Careers in Engineering & Information Technology

www.diversitycareers.com/index.htm

Diversity/Careers in Engineering & Information Technology is a magazine that covers technical and career issues of interest to engineers and information technology professionals who are part of the growing diverse technical workforce. Each issue features articles which address the concerns of engineers who are members of minority groups, women, or people with disabilities. In addition, *Diversity/Careers* examines the engineering career implications of merging and established technologies in areas like chemical engineering, communications, computer networking, environmental engineering, information systems, medical device technology, pharmaceutical processes engineering, semiconductors, software, and more. *Diversity/Careers* publishes six professional issues a year. Subscriptions are free to qualified information technology professionals.

Do Something

www.dosomething.org/

Do Something is a nationwide network of young people who know they can make a difference and take action to change the world around them. The organization helps youth get involved in their community by identifying issues they care about and by creating community projects to turn their ideas into action.

Easter Seals

www.easter-seals.org

Easter Seals has been helping individuals with disabilities and special needs, and their families, live better lives for more than 80 years. Whether helping someone improve physical mobility, return to work, or simply gain greater independence for everyday living, Easter Seals offers a variety of services to help people with disabilities address life's challenges and achieve personal goals.

Effective College Planning

www.ccdanet.org/ecp_index.html

This resource is a comprehensive planning guide for students with disabilities who are contemplating post-secondary education.

Employer and Business Connections

The Business Leadership Network (BLN) is a national program led by employers in concert with state Governor's Committees and/or other community agencies that engages the leadership and participation of companies to hire qualified job candidates with disabilities. More information and state and local contacts can be found at **www.usbln.com/**. BLN is supported by the U.S. Chamber of Commerce. A list of Chambers of Commerce can be found at **www.uschamber.com/Chambers/Chamber+Directory/default.htm**.

Society of Training and Development (ASTD)

www.astd.org and/or Society of Human Resource Managers (SHRM) **www.shrm.org** are membership organizations for individuals involved in training and/or human resources functions at business and other organizations.

Equal Employment Opportunity Commission (EEOC)

www.eeoc.gov

The EEOC was established by Title VII of the Civil Rights Act of 1964 and began operating on July 2, 1965. The EEOC enforces the following federal statutes:

- Title VII of the Civil Rights Act of 1964, as amended, prohibiting employment discrimination on the basis of race, color, religion, sex, or national origin;
- Age Discrimination in Employment Act (ADEA) of 1967, as amended, prohibiting employment discrimination against individuals 40 years of age and older;
- Equal Pay Act (EPA) of 1963 prohibiting discrimination on the basis of gender in compensation for substantially similar work under similar conditions;
- Title I and Title V of the Americans with Disabilities Act (ADA) of 1990, prohibiting employment discrimination on the basis of disability in the private sector and state and local governments;
- Sections 501 and 505 of the Rehabilitation Act of 1973, as amended, prohibiting employment discrimination against federal employees with disabilities; and
- Civil Rights Act of 1991 providing monetary damages in cases of intentional discrimination and clarifying provisions regarding disparate impact actions.

Equipped for the Future (EFF)

www.nifl.gov/lincs/collections/eff/about_eff.html

EFF is the National Institute for Literacy's standards based system reform initiative aimed at improving the quality and outcomes of the adult literacy and lifelong learning delivery system. EFF starts from the recognition that the skills adults need as parents, workers, and citizens go beyond the basic academic skills that have traditionally been targeted by adult education programs.

e-School News Online – Where K-12 Education and Technology Meet www.eschoolnews.com/

Register for e-School News Online and gain free access to top school technology stories, funding opportunities, educator's resource center, and searchable archives.

The Faculty Room

www.washington.edu/doi/Faculty

A web site, offering space for faculty and administrators at post-secondary institutions to learn how to create classroom environments and activities that maximize the learning of all students, including those with disabilities.

Family Center on Technology and Disability

www.fctd.info/

The Family Center is a resource designed to support organizations and programs that work with families of children and youth with disabilities. The Center offers a range of information and services on the subject of assistive technologies.

The Foundation Center

www.fdncenter.org/

The Foundation Center's mission is to support and improve institutional philanthropy by promoting public understanding of the field and helping grant seekers succeed.

4-H

www.fourhcouncil.edu/

4-H enables all youth to have fun, meet new people, learn new life skills, build self-confidence, learn responsibility, and set and achieve goals. 4-H provides organized clubs, school-enrichment groups, special interest groups, individual study programs, camps, school-age childcare programs, and instructional television programs.

4-H Grant Programs

www.fourhcouncil.edu/programs/grants/default.asp

Search for grants by state and focus area (such as workforce preparation, biotechnology, youth in action/community service, etc.) on this Web site.

Fundsnet Services

www.fundsnetsservices.com/

Fundsnet Online Services is a privately owned Web site created in 1996 for the purpose of providing nonprofit organizations, colleges, and universities with information on financial resources available on the Internet.

Goodwill Industries

www.goodwill.org

Goodwill Industries enhances the quality and dignity of life for individuals, families, and communities on a global basis, through the power of work, by eliminating barriers to opportunity for people with special needs and by facilitating empowerment, self-help, and service through dedicated, autonomous local organizations.

GuideStar

www.guidestar.org/index.jsp

The GuideStar Web site is produced by Philanthropic Research, Inc., a 501(c)(3) public charity founded in 1994. GuideStar's mission is to revolutionize philanthropy and nonprofit practice with information.

HEATH Resource Center

www.heath-resource-center.org/

The HEATH Resource Center of The George Washington University, Graduate School of Education and Human Development, is the national clearinghouse on postsecondary education for individuals with disabilities. Support from the U. S. Department of Education enables the clearinghouse to serve as an information exchange about educational support services, policies, procedures, adaptations, and opportunities at American campuses, vocational-technical schools, and other post-secondary training entities.

IDEA Partnerships

www.ideainfo.org/home_text.htm

The IDEA Partnerships are four national projects funded by the U. S. Department of Education's Office of Special Education and Rehabilitative Services (Office of Special Education Programs) to deliver a common message about the 1997 landmark reauthorization of the Individuals with Disabilities Education Act (IDEA).

The Partnerships have the unique opportunity to bring

the multiple perspectives of service providers, families, advocates, self-advocates, local administrators, and policymakers together to meet the diverse needs around the implementation of IDEA. The four partnerships are:

- ASPIRE — The Associations of Service Providers Implementing IDEA Reforms in Education Partnership at The Council for Exceptional Children brings together teachers and service providers to help them implement IDEA '97. (www.ideapractices.org/about/aspire.php)
- FAPE — The Families and Advocates Partnership for Education project at PACER Center links families, advocates, and self-advocates to improve the educational results for students with disabilities. (www.fape.org/)
- ILLAD — The IDEA Local Implementation by Local Administrators Partnership at The Council for Exceptional Children supports associations of educational leaders in their efforts to provide quality programs for children with disabilities. (www.ideapractices.org/about/iliad.php)
- PMP — The Policymaker Partnership at the National Association of State Directors of Special Education increases the capacity of policymakers to act as informed change agents who are focused on improving educational results for students with disabilities. (www.ideapolicy.org/home.htm)

The Independent Sector

www.independentsector.org/

The mission of The Independent Sector is to promote, strengthen, and advance the nonprofit and philanthropic community to foster private initiatives for the public good.

International Dyslexia Association (formerly the Orton Dyslexia Society)

www.interdys.org

The International Dyslexia Association (IDA) is a nonprofit organization dedicated to helping individuals with dyslexia, their families, and the communities that support them. IDA is the oldest learning disabilities organization in the nation — founded in 1949 in memory of Dr. Samuel T. Orton, a distinguished neurologist. The organization's goal is to

provide a comprehensive forum for parents, educators, and researchers to share their experiences, methods, and knowledge.

Job Accommodation Network (JAN)

www.jan.wvu.edu

JAN is a free consulting service that provides information about job accommodations, the Americans with Disabilities Act (ADA), and the employability of people with disabilities. Contact JAN toll free (8:00 a.m. to 8:00 p.m. EST Monday-Thursday; 8:00 a.m. to 7 p.m. EST Friday).

Phone: (800) 526-7234 (V/TTY) ; FAX: (304) 293-5407;
E-mail: jan@jan.icdi.wvu.edu

Jobs for the Future (JFF)

www.jff.org/jff

JFF seeks to accelerate the educational and economic advancement of youth and adults struggling in our economy.

The Kauffman Center for Entrepreneurial Leadership, Clearinghouse on Entrepreneurial Education (CELCEE)

www.emkf.org/pages/208.cfm

Educators, media, researchers, and policymakers seeking information about entrepreneurship and entrepreneurship education use the CELCEE Web site as a resource. The database has more than 10,000 abstracts of materials on entrepreneurship education at all levels and a collection of links to organizations dealing with entrepreneurship and entrepreneurship education.

Launch a Nonprofit Organization

www.leadershiponlinewkkf.org/emerging/news/

A recent article in *The Los Angeles Times* reports on the efforts of socially conscious college students who have opted to start their own foundations and nonprofit organizations. Youth and young adults with disabilities could adapt this model to address specific disability-related issues with those who can assist in creating positive change.

Leadership Online

www.leadershiponlinewkkf.org/

Leadership Online provides information on leadership, including leadership studies, emerging leadership

resources, events, grants and awards, and more. Sponsored by the W. K. Kellogg Foundation.

Learn and Serve America

www.learnandserve.org

Learn and Serve America supports service-learning programs across the country by providing funding and training.

The Learn and Serve America National Service-Learning Clearinghouse

www.servicelearning.org

This clearinghouse is a comprehensive information system that focuses on all dimensions of service-learning, covering kindergarten through higher education school-based as well as community-based initiatives.

Learning In Deed

www.learningindeed.org

Learning In Deed, sponsored by the W.K. Kellogg Foundation, is a national initiative to increase the likelihood that service learning will become the common experience of students across the nation.

Learning Disabilities Association of America (LDA)

www.ldanatl.org

LDA is the largest nonprofit volunteer organization assisting individuals with learning disabilities. LDA has nearly 300 state and local affiliates in 50 states and Puerto Rico. Membership totals more than 40,000. The membership, composed of individuals with learning disabilities, family members and concerned professionals, supports the over two million students of school age with learning disabilities and for adults affected with learning disabilities. The state and local affiliates, through their affiliation with the national LDA, work continuously for individuals with learning disabilities, their parents, and the professionals who serve them.

LD-Online Newsletter

www.ldonline.org/

The LD OnLine Newsletter is free. It is geared to keep subscribers up to date on what's new in the learning disabilities field.

Library of Congress National Library – Service for the Blind and Physically Handicapped www.loc.gov/nls

The National Library Service for the Blind and Physically Handicapped (NLS), Library of Congress, administers the free program that loans recorded and braille books and magazines, music scores in braille and large print, and specially designed playback equipment to residents of the United States who are unable to read or use standard print materials because of visual or physical impairment.

National Academic Press Catalog: Community Programs to Promote Youth Development www.nap.edu/catalog/10022.html

This catalog addresses the features of programs that can contribute to a successful transition from adolescence to adulthood and examines what we know about the current landscape of youth development programs for America's youth.

National Association for Pupil Transportation (NAPT) www.napt.org/

NAPT works to promote safety and enhance efficiency in pupil transportation through expanded communications within the pupil transportation industry, education, and professional growth opportunities, government relations, and member services. NAPT sponsors School Bus Safety Week.

National Center for Learning Disabilities (NCLD) www.ncld.org

The mission of the NCLD is to increase opportunities for all individuals with learning disabilities to achieve their potential. NCLD accomplishes its mission by increasing public awareness and understanding of learning disabilities, conducting educational programs and services that promote research-based knowledge, and providing national leadership in shaping public policy. NCLD provides solutions that help people with LD participate fully in society.

The National Association of State Directors of Special Education www.nasdse.org/home.htm

NASDSE is dedicated to supporting state agency staff carry out their mission of ensuring a quality education

for students with disabilities. NASDSE provides supports to states through training, technical assistance documents, research, policy development, and partnering with other organizations.

National Center on Outcomes Resources (NCOR) www.ncor.org/

NCOR, a division of The Council on Quality and Leadership in Support of People with Disabilities, provides leadership in outcomes, analysis, and dissemination and is an information clearinghouse on outcomes in the lives of people with disabilities.

National Center on Secondary Education and Transition (NCSET) www.ncset.org/

NCSET coordinates national resources, offers technical assistance, and disseminates information related to secondary education and transition for youth with disabilities in order to create opportunities for youth to achieve successful futures.

The National Commission on Service-Learning www.servicelearningcommission.org

The Commission, comprised of 20 high-profile thought leaders and innovators from sectors that influence education and public opinion, develops recommendations and an action plan to make quality service-learning available to all K-12 students and encouraging adoption of service learning among target audiences.

National Council of Independent Living Programs (NCIL) www.ncil.org

NCIL is a membership organization that advances the independent living philosophy and promotes for the human rights of, and services for, people with disabilities to further their full integration and participation in society.

National 4-H Youth Technology Leadership Team www.4-h.org/4htech/

The N4HYTLT consists of 4-H teens from across the United States who share a commitment to using their technological skills to help integrate more technology into all 4-H programs and to close the digital divide that separates the technology haves and have-nots in America.

National Information Center for Children and Youth with Disabilities (NICHCY)

www.nichcy.org

NICHCY is the national information center that provides information on disabilities and disability-related issues. Anyone can use the services—families, educators, administrators, journalists, students. NICHCY’s special focus is children and youth (birth to age 22).

National Institute for Literacy Special Collections

<http://ldlink.coe.utk.edu/>

The Literacy and Learning Disabilities web site aims to provide a single point of access to information on LD issues important to: adults with learning disabilities and their families; adult education teachers and tutors; Human Services, Vocational Rehabilitation, and One-Stop staff; and employers.

National Institute of Child Health and Human Development (NICHD)

www.nichd.nih.gov/

The National Institute of Child Health and Human Development (NICHD) seeks to assure that all children have the opportunity to fulfill their potential for a healthy and productive life unhampered by disease or disability. In pursuit of this mission, the NICHD conducts and supports laboratory, clinical, and epidemiological research on the reproductive, neurobiologic, developmental, and behavioral processes that determine and maintain the health of children, adults, families, and populations.

National Institute on Disability and Rehabilitative Research (NIDRR)

www.ed.gov/offices/OSERS/NIDRR/

It is the mission of NIDRR to generate, disseminate, and promote new knowledge to improve the options available to persons with disabilities. The ultimate goal is to allow these individuals to perform their regular activities in the community and to bolster society’s ability to provide full opportunities and appropriate supports for its citizens with disabilities.

National Mentoring Center (NMC)

www.nwrel.org/mentoring/topic_school.html

NMC offers a training curriculum for developing an effective school-based youth mentoring program. The following modules are available for downloading in PDF format:

- Module 1: Targeted Mentor Recruiting
- Module 2: Screening Mentors
- Module 3: Making and Supporting the Match
- Module 4: Forming and Maintaining Partnerships
- Module 8: Jumpstarting Your Mentors

National Rehabilitation Information Center (NARIC)

www.naric.com

NARIC provides direct, personal information services to anyone throughout the country, including providing interactive information to the disability and rehabilitation community. NARIC’s Web site puts the information into the hands of the users through online publications, searchable databases, and timely reference and referral data.

National Business and Disability Council National Resume Database for People with Disabilities

www.business-disability.com

The National Business & Disability Council is a resource for employers seeking to integrate people with disabilities into the workplace and companies seeking to reach them in the consumer marketplace.

National Service Inclusion Project (NISIP)

www.serviceandinclusion.org/

NISIP is a training, technical assistance, and dissemination project for the inclusion of individuals with disabilities in community service. This project is a cooperative agreement between the Institute for Community Inclusion at the University of Massachusetts in Boston, MA; the Association of University Centers on Disabilities; and the Corporation for National Service (CNS). CNS administers AmeriCorps, Learn and Serve America, and the National Senior Service Corp, federally supported programs that have as part of their mission to increase the participation of individuals with disabilities in national service.

National Service-Learning Exchange

www.nslexchange.org

This exchange supports service-learning programs in schools, colleges, universities, and community organizations across the country through peer-based technical assistance and training.

National Youth Development Information Center (NYDIC)

www.nydic.org/nydic/

NYDIC provides information on youth development in the areas of funding, research, program development, career development, evaluation, policy, and more. It is a project of the National Collaboration for Youth.

National Young Leaders Conference (NYLC)

www.cylc.org/nylc/

Every NYLC instructs, enriches, and offers support to promising students for a lifetime of leadership. The NYLC provides the opportunity to discuss current events and issues with top policymakers in Washington, DC, analyze leadership concepts, and then put these concepts immediately to work. Creative decision-making simulations challenge young minds to creatively solve problems with their peers.

National Youth Leadership Council (NYLC)

www.nylc.org/

The National Youth Leadership Council's mission is to build vital, just communities with young people through service-learning. As an active supporter of service-learning and national service, NYLC promotes efforts to reform education and guide youth-oriented public policy. The National Youth Leadership Network (NYLN) sponsors the National Service Learning Conference, as well as the NYLC Teacher Institute to train new teachers on service learning. NYLN also provides strategic youth initiatives, training by and for young people and adults on service learning, and provides publications on service learning. NYLC is a partner in the National Youth Service Day.

National Youth Leadership Network (NYLN)

www.nyln.org/

NYLN is dedicated to advancing the next generation of disability leaders by promoting leadership development, education, employment, independent living, and health and wellness among youth leaders with disabilities in all aspects of society at national, state, and local levels.

Next Generation Symposium

www.acf.dhhs.gov/programs/pcmr/symposium/symposium.htm

The Next Generation Symposium provides young leaders with an opportunity to assist the President's Committee on Mental Retardation (PCMR). Attendees discuss strategies and build skills for improving the lives of citizens with intellectual disabilities, enhance career and educational opportunities for those who support them, and develop recommendations for federal and state governments and action plans for local communities.

Next Steps: The Guide to Future Planning

www.peatc.org/NEXT_STEPS/rsahome.htm

This electronic guide identifies the steps a student needs to take to plan for adult life. It includes information about transition planning, self-advocacy, job training and placement, assistance in getting housing, and programs on health care and independent living.

The Nisonger Center

fish1@osu.edu (e-mail)

The Nisonger Center at UCDD at Ohio State University recently completed "Take the Next Step: A Guidebook to Support Inclusive and Collaborative Practices in Teaching Students Self-Directed Transition Planning." The guidebook was developed with students, teachers, and parents to assist special and general educators to collaborate effectively to teach self-directed transition planning within the general curriculum. The guide is divided into four sections: Student Benefits, Inclusive Classrooms, Collaborative Planning and Teaching Relationships, and Connections to School Reform Efforts.

Nonprofit Gateway

www.nonprofit.gov/

The Nonprofit Gateway is designed as a central starting point to help nonprofit organizations access online federal information and services. Linked to all Cabinet departments and many agencies, it contains information about grants, regulations, taxes, and other services as well as information on a wide range of other topics and programs.

The NonProfit Online News

<http://news.gilbert.org/>

Nonprofit Online News is a source of news, information, and opinion for the online nonprofit community. Nonprofit Online News follows the Weblog model of short, readable items delivered on a regular basis. Nonprofit Online News is a project of The Gilbert Center and has been in continuous publication since April 1997.

The Nonprofit Zone

www.nonprofitzone.com

The Nonprofit Zone provides free tools and resources to help nonprofits work better, smarter, and faster.

Office for Civil Rights (OCR), U.S. Department of Education

www.ed.gov/offices/OCR/

The mission of the Office for Civil Rights is to ensure equal access to education and to promote educational excellence throughout the nation through vigorous enforcement of civil rights.

Office of Vocational and Adult Education (OVAE), U.S. Department of Education

www.ed.gov/offices/OVAE/

The OVAE Web site has information, research, and resources to help prepare young people and adults for post-secondary education, successful careers, and productive lives. OVAE's activities fall into four areas: High Schools, Career and Technical Education, Community Colleges, and Adult Education and Literacy.

One-Stop Career Centers

www.servicelocator.org

America's Service Locator and the Toll-Free Help Line ((877) US-2JOBS) is a partnership between the U. S. Department of Labor, state governments, and local agencies to provide a comprehensive database of service providers accessible via phone or the Internet to the public. Use of the database is free of charge and directs customers to a range of services available in their area: unemployment benefits, job training, youth programs, seminars, education opportunities, disabled or older worker programs, and more.

PACER Center

www.pacer.org/

tatra@pacer.org (newsletter)

The mission of PACER Center is to expand opportunities and enhance the quality of life of children and young adults with disabilities and their families, based on the concept of parents helping parents.

Parent Centers

www.taalliance.org/PTIs.htm

Parent Training and Information Centers (PTIs) and Community Parent Resource Centers (CPRCs) in each state provide training and information to parents of infants, toddlers, children, and youth with disabilities and to professionals who work with children. This assistance helps parents to participate more effectively with professionals in meeting the educational needs of children and youth with disabilities. The Parent Centers work to improve educational outcomes for children and youth with all disabilities (emotional, learning, mental, and physical).

PEPNet

www.nyec.org/pepnet/

PEPNet, created and managed by the National Youth Employment Coalition (NYEC), is a system and an information source, based on practice and research, for identifying and promoting what works in youth employment and development. Specifically, PEPNet works to improve programming and capacity in the youth employment/development field, inform public policy, and increase support for effective youth programming.

Philanthropy News Digest Message Board

<http://members4.boardhost.com/PNDtalk/>

The Philanthropy News Digest Message Board is used to facilitate the sharing of opinions, insights, and questions related to the changing field of philanthropy.

Points of Light Foundation and Volunteer Center National Network

www.pointsoflight.org/

The Points of Light Foundation, founded in 1990 by former President George Bush, is a national, nonpartisan, nonprofit organization that promotes volunteerism. The Foundation was created in an effort to tap the creative energy of the people and its organizations to connect communities and individuals.

Based in Washington, DC, the Foundation promotes community service through a partnership with the Volunteer Center National Network. Together, they reach millions of people in thousands of communities to help mobilize people and resources, which deliver solutions that address community problems.

P.R.O. Filer Personal Portfolio & Filing System

<http://ici.umn.edu/all/helptool.html#profiler>

P.R.O. Filer Personal Portfolio & Filing System is an innovative tool designed by students for students that provides a way to organize important documents, keep records of school and community learning opportunities, and create a personal portfolio to showcase their accomplishments. Published by the Institute on Community Integration.

Project ACTION

www.projectaction.org

Project ACTION, Accessible Community Transportation in Our Nation, funded by the Federal Transit Administration (FTA) and administered by the National Easter Seal Society, is a national research and demonstration program established to improve access to transportation for people with disabilities and assist transit providers in implementing the Americans with Disabilities Act (ADA). Call (800) 659-6428 (voice/TTY) to get a copy of Project ACTION's extensive publication and report list.

Prudential Youth Leadership Institute

www.pyli.org/

The Prudential Youth Leadership Institute provides youth with the encouragement, peer networks, and leadership skills necessary for them to make meaningful contributions to their communities and begin a life-long journey of leadership and service.

Public/Private Ventures Organization

www.ppv.org/

Public/Private Ventures is an action-based research, public policy, and program development organization whose goal is to improve the effectiveness of social policies, programs, and community initiatives, especially as they affect youth and young adults.

Pupil Transportation Safety Institute (PTSI)

www.ptsi.org

PTSI is a not-for-profit school bus safety organization that provides training resources for drivers, students, and managers; workshop, driver in-service, and train-the-trainer presentations; consultation services for school districts and contractors; and program development and evaluative studies for state agencies. PTSI also hosts the annual National Special Needs Team Safety Road-eeo.

Recordings for the Blind and Dyslexic (RFB)

www.rfbid.org

RFB aims to serve all people with "print disabilities" — those who can't effectively read standard print because of a disability.

Red Book on Employment Support: A Summary Guide to Employment Support Available to People with Disabilities Under the Social Security Disability Insurance and Supplemental Security Income Programs, 2001

www.ssa.gov/work/ResourcesToolkit/redbook_page.html

This booklet is a general guide to the employment-related provisions of Social Security Disability Insurance and the Supplemental Security Income programs for people with disabilities and the educators, advocates, rehabilitation professionals, and counselors who serve them.

The Research Institute on Assistive Technology and Education

www.temple.edu/inst_disabilities/at-education-2001/

The Research Institute on Assistive Technology and Education strives to enhance the use of assistive technology in education by students with disabilities to ensure access to a free and appropriate public education (FAPE) guaranteed under the Individuals with Disabilities Education Act (IDEA '97). The Research Institute is a portal for teachers and other school personnel, administrators, families, policymakers, and students with disabilities, through which the most current research findings are presented on the use of assistive technology in education.

RESNA Technical Assistance Project

www.resna.org

RESNA is an interdisciplinary association of people with a common interest in technology and disability. Its purpose is to improve the potential of people with disabilities to achieve their goals through the use of technology. RESNA serves that purpose by promoting research, development, education, and the provision of technology and by supporting the people engaged in these activities.

Rural Transit Assistance Program (RTAP)

www.ctaa.org/ntrc/rtap/

RTAP is a program of the Federal Transit Administration (FTA) that provides information and technical assistance on all issues related to rural and specialized transit. RTAP has both a national program and state programs that work together in partnership. On the national level, the National Resource Center offers training materials, technical assistance, and communications with the industry. Contact RTAP to get a list of your state's RTAP contacts.

School Transportation News: Special Needs Transportation

www.stnonline.com/stn/specialneeds/index.htm

School Transportation News (STN) is a monthly news and feature magazine serving the field of pupil transportation. The STN Web site includes a section on special needs transportation, including a helpful glossary of terms, data and statistics, state law information, commentary from experts, and links to other resources.

Search Institute

www.search-institute.org/

Search Institute is an independent, nonprofit, nonsectarian organization whose mission is to advance the well being of adolescents and children by generating knowledge and promoting its application. To accomplish this mission, the institute generates, synthesizes, and communicates new knowledge, convenes organizational and community leaders, and works with state and national organizations.

SERVEnet

www.servenet.org

SERVEnet is a Web site on service and volunteering. Through SERVENet, users can enter their zip code, city,

state, skills, interests, and availability and be matched with organizations needing help. SERVENet is also a place to search for calendar events, job openings, service news, recommended books, and best practices.

Society for Human Resources Management (SHRM)

www.shrm.org/about/

The Society for Human Resource Management (SHRM) is the world's largest association devoted to human resource management. Representing more than 170,000 individual members, the Society's mission is to serve the needs of HR professionals by providing the most essential and comprehensive resources available. As an influential voice, the Society's mission is also to advance the human resource profession to ensure that HR is recognized as an essential partner in developing and executing organizational strategy. Founded in 1948, SHRM currently has more than 500 affiliated chapters within the United States and members in more than 120 countries.

Small Business Administration (SBA)

www.sbaonline.sba.gov

The U. S. Small Business Administration, established in 1953, provides financial, technical, and management assistance to help Americans start, run, and grow their businesses. With a portfolio of business loans, loan guarantees, and disaster loans worth more than \$45 billion, in addition to a venture capital portfolio of \$13 billion, SBA is the nation's largest single financial backer of small businesses. Last year, the SBA offered management and technical assistance to more than one million small business owners. The SBA also plays a major role in the government's disaster relief efforts by making low-interest recovery loans to both homeowners and businesses.

Small Business and Self-Employment Service – Job Accommodation Network (SBSES)

www.jan.wvu.edu/sbses/index.htm

The SBSES is a service of the Office of Disability Employment Policy of the U. S. Department of Labor which provides information, counseling, and referrals about self-employment and small business ownership opportunities for people with disabilities.

Social Security Offices

www.ssa.gov/disability/

Visit the above Web site to determine the services of Social Security for individuals with disabilities. To find location of offices use the Social Security Administration's office locator at <http://s3abaca.ssa.gov/pro/fo/fo-home.html>.

Social Security Administration – Office of Support Programs for Youth with Disabilities

www.socialsecurity.gov/work/Youth/youth.html

The Social Security Administration's Office of Support Programs for Youth with Disabilities provides information helpful to youth with disabilities, their parents and families, teachers, and others. The Web site offers information on youth leadership and development activities, transition, and other related information and links.

State Councils on Developmental Disabilities

www.acf.hhs.gov/programs/add/states/ddcouncils.htm

Formula grants support Councils in capacity building and advocacy activities, to develop a consumer and family-centered comprehensive system, and a coordinated array of culturally competent services, supports, and other assistance designed to help people with developmental disabilities achieve independence, productivity, and integration and inclusion into the community. The Councils address employment issues, and may also address community living activities, child development activities, system coordination and community education activities, and other activities. A list of state councils can be found at the above Web site.

State Protection and Advocacy Agencies

www.acf.hhs.gov/programs/add/states/p&a.htm

The P&A systems provide for the protection and advocacy of legal and human rights through formula grants to states. They advocate on behalf of, and provide advocacy services to, persons with developmental disabilities in areas related to their disabilities, including education, abuse and neglect, institutional and habilitation services, guardianship, and housing issues. A listing of state Protection and Advocacy organizations can be found at the above Web site.

TeachingLD – Information and Resources for Teaching Students with Learning Disabilities

www.teachingld.org/

TeachingLD is a service of the Division for Learning Disabilities (DLD) of the Council for Exceptional Children. DLD is the largest international professional organization focused on learning disabilities. The purpose of TeachingLD is to provide trustworthy and up-to-date resources about teaching students with learning disabilities.

Trace Research & Development Center

<http://trace.wisc.edu>

The Trace Research and Development Center strives to prevent the barriers and capitalize on the opportunities presented by current and emerging information and telecommunication technologies in order to create a world that is as accessible and usable as possible for as many people as possible.

Transition Requirements: A Guide for States, Districts, Schools, Universities, and Families

<http://interact.uoregon.edu/wrrc/wrrc.html>

This online document, by Jane Storms, Ed O'Leary, and Jane Williams (U.S. Department of Education's Office of Special Education Programs) provides technical assistance for the appropriate implementation of the transition requirements of the Individuals with Disabilities Education Act (IDEA) 1997.

TransQUAL Online

www.ilr.cornell.edu/ped/transqual/log_in.cfm

TransQual Online is a tool to support school district teams to collaboratively review and improve their practices in career development and transition. TransQUAL is built on the New York State Transition Quality Indicators Self-Assessment (TQI), adapted from the work of Dr. Paula Kohler from Western Michigan University.

Travel Training for Youth with Disabilities

www.nichcy.org/pubs/transum/ts9.htm

This Transition Summary produced by the National Information Center for Children and Youth with Disabilities (NICHCY) focuses on training youth with disabilities to use public transportation safely and independently. The articles that make up this publication describe the essential components of successful travel training programs, the specific skills

that travelers need to ensure safe and independent travel, and the issues that arise with specific disabilities such as physical, cognitive, and visual impairments.

United National Indian Tribal Youth (UNITY)

www.unityinc.org/

UNITY has served the leadership needs of American Indian and Alaska Native youth for 26 years. Today UNITY is a national organization with 220 youth councils operating in 34 states and Canada. These youth councils represent 16,500 Native American youth. Youth councils are local groups of Native American youth ages 15-24 who come together for a common purpose. Through youth councils, youth learn leadership skills while helping others in their communities, tribes, or villages.

USA Freedom Corps

www.usafreedomcorps.gov/

USA Freedom Corps offers service opportunities to Americans of all ages who are looking for ways to serve their community, our country, and the world. The Corps provides information on programs coordinated through the USA Freedom Corps, such as the Peace Corps, AmeriCorps, Senior Corps, Learn and Serve America, and the newly-created Citizen Corps, as well as local opportunities with service organizations.

U.S. Department of Labor, Office of Disability Employment Policy, Workforce Recruitment Program

www.dol.gov/odep/programs/workforce.htm

Coordinated by the Office of Disability Employment Policy and the U.S. Department of Defense, the Workforce Recruitment Program aims to provide summer work experience and in some cases full-time employment, for college students with disabilities. The program develops partnerships with other federal agencies, each of whom makes a commitment to provide summer jobs and a staff recruiter. Each year, recruiters interview about 1,500 students with disabilities at college and university campuses across the nation and develop a database listing the qualifications of each student. As of 1996, private sector employers have been able to utilize the database.

U.S. Department of Labor, Office of Disability Employment Policy, Youth Leadership Forum for Students with Disabilities www.dol.gov/odep/programs/youth.htm

The Youth Leadership Forum for Students with Disabilities (YLF) is a unique career leadership training program for high school juniors and seniors with disabilities. By serving as delegates from their communities at a four-day event in their state capital, young people with disabilities cultivate leadership, citizenship, and social skills.

Vocational Rehabilitation Organizations

**[www.ed.gov/offices/OSERS/RSA/Resources/
State/index.html](http://www.ed.gov/offices/OSERS/RSA/Resources/State/index.html)**

Federal funds on a formula basis are used by states for the administration and operation of a Vocational Rehabilitation (VR) program to assist individuals with disabilities in preparing for and engaging in gainful employment. The VR program provides a wide range of services and job training to people with disabilities who want to work. To be eligible for VR services from a state VR agency, a person must have a physical or mental impairment that is a substantial impediment to employment; be able to benefit from VR services in terms of employment; and require VR services to prepare for, enter, engage in, or retain employment. The state VR agencies assist persons with disabilities to locate employment by developing and maintaining close relationships with local businesses. To help the population of unemployed persons with disabilities join the workforce, state VR agencies must provide comprehensive rehabilitation services that go beyond those found in routine job training programs. A listing of state vocational rehabilitation agencies can be found at the above Web site.

Workforce Investment Act Youth Councils

www.heldrich.rutgers.edu/resources_youth.asp

Through this Web site, the School of Public Policy at Rutgers University provides materials to assist states and localities as they establish youth councils and build their local youth workforce investment systems as part of the Workforce Investment Act (WIA).

Workforce Investment Boards (WIBs), Youth Councils, and One-Stop Centers

www.nawb.org/asp/wibdir.asp

WIBs are created by the Workforce Investment Act and set policy and program direction for One-Stops and other workforce development services. WIBs exist both at the state and local level. The local WIB develops One-Stop Centers that provide core services and are portals to other services. The youth councils provide guidance to the WIB on youth issues. A list of local WIBs can be found at the Web site above. To find nearby One-Stop Centers visit www.servicelocator.org/nearest_onestop.asp

Youth Council Toolkit

www.doleta.gov/youth_services/toolkit_2002.asp

The toolkit, produced by the U. S. Department of Labor, Employment & Training Administration's Office of Youth Services' Office of Youth Opportunities, contains six modules. These modules may be used separately or combined depending on the specific needs of the local youth council. A description of the modules is listed below:

- Youth Council Toolkit Introduction — The Introduction pamphlet states the purpose of the Toolkit, acknowledges the authors of the Toolkit, and provides a brief description of the six modules.
- Module 1 — Key Principles for Effective Youth Councils offers principles that youth councils should consider for effective operation.
- Module 2 — Work Plan Template provides a format for youth councils to record, organize, and plan work activities to carry out the responsibilities delegated to youth councils by the local workforce boards.
- Module 3 — Membership Scorecard for Retaining and Sustaining Members is designed for youth council leads to evaluate and rate their progress for retaining and sustaining members.
- Module 4 — Training Quick Start Guide represents a quick reference tool to train youth council members and other interested parties about youth councils.

- Module 5 — Implementation: An Operational Resource offers quickly accessible information about the critical elements necessary for a youth council to operate successfully.
- Module 6 — Public Relations: A Guide to Community Outreach offers tips for developing an outreach plan and sample correspondence to recruit community leaders and organizations to help in developing a local workforce development system.

Youth as Resources

www.yar.org/yarwhat.html

Youth as Resources (YAR) is a philosophy and a program that recognizes youth as valuable community resources and engages them as partners with adults in bringing about positive community change. The three principles of YAR are: youth-adult partnership in governance, youth as grantmakers, and youth-led service.

Youthleadership.com

www.youthleadership.com/

This Web site provides ideas and a forum to discuss current issues related to youth leadership through education and development. It is especially helpful to individuals interested in the education and preparation of youth leaders through high standards and timely information.

Youth Service America (YSA)

www.ysa.org

YSA is a resource center and alliance of 200+ organizations committed to increasing the quantity and quality of opportunities for young Americans to serve locally, nationally, or globally.

Youth Today: The Newspaper on Youth Work

www.youthtoday.org/youthtoday/

Youth Today provides information on issues across a wide variety of topics, including youth development, juvenile justice, gang and violence prevention, adolescent health, teen pregnancy, sex and parenting, after-school programs and mentoring, job training and school-to-work, and best practices.

YWCA National Youth Development Program

www.ywca.org/html/B4b3b.asp

The YWCA Youth Development Program supports the empowerment of girls and young women by creating opportunities for education and leadership development. Core components focus on economic empowerment and financial literacy, positive health and fitness, community action and leadership, and academic enrichment.



Books

KEY

P, C, W

Assistive technology: A resource for school, work, and community (1995)

by K. Flippo, K. Inge, and M. J. Barcus

ISBN 1-55-7-66-189-8

Assistive technology devices and services help an ever-increasing number of individuals with disabilities participate more fully in educational, recreational, and vocational pursuits. For the first time, legislative and technological developments in the field are compiled into a single, comprehensive resource. This book traces the evolution of legislation that has affected assistive technology and shows how all consumers can take advantage of policy changes that have improved service delivery. A range of chapters offers a complete discussion of low and high technology, providing techniques that can be applied across domains, environments, and age groups. Occupational therapists, rehabilitation personnel, service providers, and users themselves will turn to this invaluable resource for information on consumer involvement, assessment, funding, and training.

P, W

Assess for success: Handbook on transition assessment (1996)

by P. Sitlington, D. Neubert, W. Begun, R. Lombard, and P. Leconte

ISBN 0-86586-281-8

Helps the IEP team decide what to assess and how assessment data should be collected and used within the context of career development. Case studies illustrate how this concept applies to students with different levels of ability and different career visions.

C, L

Consultation, collaboration, and teamwork for students with special needs (1993)

by P. Dettmer, L. P. Thurston, and N. Dyck

ISBN 0-205-13930-2

Contains both background information and field-tested recommendations to help teachers, parents, administrators, and support personnel work together as collaborators and in teams. Part I presents material on context, with chapters on theory, research, and diversity, while chapters in Part II focus on processes for problem solving, communication, assessment, and technology management. Part III explores issues surrounding content, such as planning for inclusion, related services, and professional development. Includes key terms, focus questions, reviews, and activities.

KEY:

P = Preparatory Activities

L = Leadership and Youth Development

C = Connecting Activities

M = Marketing

W = Work-Based Experiences

W, M

Getting the marketing edge! A job developer's toolkit for people with disabilities (1993)

by D. DiLeo and D. Langton

ISBN 1-883302-00-5

Using real-world examples, this book describes essential tools of marketing and job development that address the needs of the two prime "customers" in an employment match, employers and people with disabilities. It covers personal interactions with employers and cutting edge issues such as the ADA and "natural supports."

P, W

Job-hunting for the so-called handicapped or people who have disabilities (2001)

by R. N. Bolles and D. S. Brown

ISBN: 1580081959

Richard Bolles's *What Color Is Your Parachute?* has helped millions of readers find their path in life, and now his creative approach to job-hunting is brought to bear on the specific challenges faced by job hunters with disabilities. In *Job-Hunting for the So-Called Handicapped*, Bolles and Dale Susan Brown guide readers through the often frustrating, but ultimately rewarding process of securing independence in their lives and personal satisfaction in their careers. The authors begin by demystifying the intricacies of the ADA, describing in clear terms what the act does and does not guarantee disabled job hunters, and then moves on to job-hunting strategies tailored specifically to people with disabilities.

P, W

Job-hunting on the internet (2001)

by R. N. Bolles and D. S. Brown

ISBN: 1580083323

This short reference guide is extracted directly from the new edition of the immensely popular *What Color Is Your Parachute?* (Ten Speed, 1997. rev. ed.). Bolles starts with a brief "beginner's primer" entitled "What exactly is the Internet?" which is followed by a slightly more detailed description of the World Wide Web and search engines. The meat of the book consists of a section on job-hunting via the Internet, followed by a listing of Web addresses for job-hunters and career changers. The latter chapter contains approximately 130 Web sites under such categories as resume sites, job-posting sites, government jobs, etc. Many of the sites contain links to additional sites. Though the information here may be quickly outdated, job searchers with access to the Internet could find it valuable.

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P, W

Job search handbook for people with disabilities (2000)

by D. J. Ryan

ISBN: 1563706652

This handbook provides a complete career planning and job search guide identifying your strengths and abilities. Explore career options, locate job openings in the hidden job market, know when and how to tell a potential employer about your disability, write powerful resumes, cover letters, and follow up correspondence.

W, C, M

Marketing nonprofit programs and services: Proven and practical strategies to get more customers, members, and donors (1996)

by D.B. Herron

ISBN: 0-7879-0326-4

Drawing on 30 years of managing nonprofits and teaching workshops in the United States and Canada, Herron concludes that what nonprofit managers really want is smart, tried-and-true strategies for getting and keeping customers, not more marketing theory. In *Marketing Nonprofit Programs and Services*, he brings together in one volume the best concepts and methods to attract and satisfy customers, communicate the organization's message distinctly and effectively, and solve membership and program enrollment and retention problems. Focusing on how to get more customers, consumers, and volunteers, Herron shows how to evaluate the effectiveness of promotion efforts, and weighs the comparative advantages of various advertising and promotion media. A 15-point checklist for developing marketing strategy spells out the essential steps for finer marketing performance. This book is particularly helpful to organizations that rely on a mixed base of fees and contributions for support, such as Ys, museums, zoos, theaters, youth groups, and churches. Filled with accessible, proven marketing concepts explained and applied in terms of nonprofits, *Marketing Nonprofit Programs and Services* is written to be immediately useful to managers of any nonprofit organization, regardless of size.

M

Marketing without advertising (3rd Edition) (2001)

by M. Phillips and S. Rasberry

ISBN: 0873373693

The best marketing you can do for your business is to concentrate on creating a high-quality operation that customers, employees, and other businesspeople will trust, respect and recommend. *Marketing without Advertising* teaches small business owners practical strategies to: attract new customers and build trust, encourage customer recommendations, improve customer service and turn even dissatisfied customers into active supporters of the business, list products and services widely and inexpensively, plan marketing events that will keep customers involved, and use the Internet to market services and products. This essential book will help you market your business with common sense, not piles of cents.

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W, C, M

Natural supports in action: Strategies to facilitate employer supports of workers with disabilities (1995)

by D. DiLeo, R. Luecking, and S. Hathaway

ISBN: 1-88-33-02-10-2

This book is designed to help employment professionals learn firsthand about using workplace supports natural to the job setting and social culture. The authors discuss the reasons why using natural supports is integral for job success and how they work most effectively. Also included are over 30 descriptions of natural supports in action.

P, W, L

Learning a living: A guide to planning your career and finding a job for people with learning disabilities, attention deficit disorder, and dyslexia (2000)

by D. S. Brown

ISBN 0-933149-87-5

This career guide is for people with learning disabilities such as dyslexia and attention deficit disorder. It includes information and tips on understanding the impact of learning problems, researching appropriate educational programs, getting feedback, developing mentor relationships, and securing accommodations on the job.

L, C

Learning how to learn: getting into and surviving college when you have a learning disability (2001)

by J. Cobb

ISBN 0-87868-776-9

Written for high school and college students with learning disabilities, this thorough, down-to-earth manual, designed in an LD-friendly format, gently steers students through the process of applying to college, selecting the right classes, and succeeding academically.

P, L

Learning outside the lines (2000)

by J. Mooney and D. Cole

ISBN 0-684-86598-X

This book is written by two “academic failures” – that is, two academic failures who graduated from Brown University at the top of their class. Jonathan Mooney and David Cole teach you how to take control of your education and find true success – and they offer all the reasons why you should persevere. Witty, bold, and disarmingly honest, *Learning Outside the Lines* takes you on a journey toward personal empowerment and profound educational change, proving once again that rules sometimes need to be broken.

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W

Seeds of success: Entrepreneurship and youth (1999)

by *W. B. Walstad and M. L. Kourilsky*

ISBN: 0787258288

Through studies and stories this book cites the importance of entrepreneurship to the American economy and how today's teenagers are the primary pool for tomorrow's entrepreneurs and entrepreneurial thinkers. Readers are introduced to our next generation of entrepreneurs who yearn for entrepreneurial opportunity, yet realize that the current education system does not adequately prepare them for an entrepreneurial future. The book not only explores these issues with regard to young people, but also compares their attitudes and knowledge against those of the general public, teachers, and small business owners. The result is an insightful look into the future and a journey that is well worth taking.

P, C, W, L

Teaching every student in the digital age: Universal design for learning (2002)

by *D. Rose and A. Meyer*

ISBN 0-87-120-599-8

This book is the first comprehensive presentation of the principles and applications of Universal Design for Learning (UDL) – a practical, research-based framework for responding to individual learning differences and a blueprint for the modern redesign of education.

W, L

Teaching self-determination to students with disabilities (1998)

by *M. L. Weymeyer, M. Agran, and C. Hughes*

ISBN 1-55766-302-5

Too many students with disabilities leave school ill-prepared for adulthood. To teach them the specific skills they need for a more satisfactory, self-directed life, educators can turn to this teacher-friendly resource. In it they'll find not one generalized approach, but many ready-to-use practices for teaching the skills related to autonomy, self-regulation, self-advocacy, and self-realization. There are tips on what instructional strategies and materials to use and how best to work with students. Listed objectives and key terms at the beginning of each chapter allow for at-a-glance review and easy access to information. Vignettes and case studies sprinkled throughout the text demonstrate how to anticipate and resolve a range of problems. Practicing and prospective teachers will find this book to be a useful tool for meeting IDEA requirements while motivating high school students with disabilities to prepare for successful transitions to adulthood.

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P

The very quick job search: Get a better job in half the time (1996)

by M. J. Farr

ISBN: 1563701812

This is one of the most thorough and results-oriented career planning and job search books on the market. Over 75,000 copies have been sold and it is widely used as a text in career planning and job search programs. An excellent resource.

P, C, W,
L, M

Transition and students with learning disabilities: Facilitating the movement from school to adult life (1996)

by J. Patton and G. Blalock

ISBN 0-89079-69-3

This volume's 11 chapters address the educational, employment, social, and living options available to and critical for persons with learning disabilities, with insight into current trends and promising practices for individuals with learning disabilities who are in the process of transition.

P, C, W, L

Transition education & services for adolescents with disabilities (2000)

by P. Sitlington, G. Clark, and O. Kolstoe

ISBN 0-205-30901-1

This book covers the transition of individuals with mild and moderate disabilities to all aspects of adult life. The text includes not only the transition to employment, but also the transition to future living and post-secondary educational environments. *Transition Education and Services for Adolescents with Disabilities* builds upon the success of past editions, but it also presents a new and fresh look at the areas of transition education and transition services. Two separate models are proposed: one to cover transition education and the other to provide an overview of transition services. The separate but equal emphasis on each model component will help readers see their own roles more clearly. This book is intended for use by those in pre-service education programs, as well as those currently in the field.

P, C, W, L

Transition to adulthood: A resource for assisting young people with emotional or behavioral difficulties (2000)

by H. B. Clark and M. Davis

ISBN 1-55766-454-4

Passing from adolescence into adulthood is a challenging time for each of us. And these years can be even tougher for young adults with emotional or behavioral difficulties. In this new handbook – from the premier researchers, educators, and practitioners in the field – you'll discover proven methods to help young people move into the world of career-oriented education, work, and independent living. This book emphasizes practices that will enable you to help young people pursue their interests and goals. You'll explore interventions for handling key issues –

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such as drug and alcohol use, changing peer and family relations, anger and impulse management, crime, and school dropout – in order to facilitate their success across personal and community life. With young adults bringing their own experiences and perspectives to each chapter as co-authors, you'll find this resource both practical and inspiring.

P, W, C, L

Vocational curriculum for individuals with special needs: Transition from school to adulthood (1999)

by P. Wehman & P. S. Targett

ISBN 0-89079-789-7

This book provides teachers and other rehabilitation specialists with vocational curriculum content applicable across many occupations for individuals with disabilities. The book emphasizes individual task analysis sequences derived from competitive employment settings. This book combines narrative with a curriculum of vocational material for individuals with special needs.

P, W

What color is your parachute: A practical manual for job-hunters and career-changers (2002)

by R.N. Bolles

ISBN: 1580083412

What Color Is Your Parachute? has been the best-selling job-hunting book in the world for over three decades, and it continues to be the job-hunter's bible – even in times of a strong, robust economy, when conventional wisdom says “Job-hunting books don't sell.” *Parachute* is a fixture on best-seller lists, from Amazon.com to *Business Week*; has well over seven million copies in print; and exists in 10 languages around the world. For those who have not read an updated version in recent years, here is a reminder of why, in the words of *Fortune* magazine, “*Parachute* remains the gold standard of career guides.”

P, W

The wizard of work: 88 pages to your next job (1995)

by Richard Gaither and John Baker

ISBN: 0898156394

Now available in book form for the first time – Gaither's self-directed job search material used by nearly a million job hunters. A series of proven, power-packed exercises combined with Dick's simple, straightforward approach will put job hunters on the right track from the very first page.

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P, W, C

Work and disability: Issues and strategies in career development and job placement (1996)

by E. Szymanski and R. Parker
ISBN 0-89079-640-8

Provides an overview of the context, theories, resources, and strategies for promoting the employment of people with disabilities. Looks at psychosocial and economic aspects of work, legislation, occupational and labor market information, the business perspective, and supporting employment. Of interest to rehabilitation professionals, social workers, vocational counselors, and others in the helping professions.

M

World wide web marketing: Integrating the web into your marketing strategy (3rd Edition) (2001)

by J. Sterne
ISBN: 0471315613

Online marketing guru, Jim Sterne, has updated his best-selling guide to help marketing, advertising, and publicity professionals keep pace with the rapid growth of the online marketing industry. Completely revised and expanded to provide you with the latest tools and opportunities that exist on the Internet, this exceptional guide gives you the keys to understanding how to maximize your organization's Web marketing initiatives. You'll get an arsenal of online marketing tools and learn how to use them for your specific needs, whether for direct sales, reducing the cost of customer service, or creating and selling new services.

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ASSISTIVE TECHNOLOGY ACT OF 1998 (ATA)

P.L. 105-394

Age: N/A

Service Providers: States, although states contract with community-based organizations for the administration of alternative financing systems.

Eligibility Criteria

N/A

Services Provided

Under the ATA all states and territories are eligible to receive funding for 10 years. States that have completed 10 years in the program will have 3 additional years of federal funding to continue their assistive technology programs.

Under Title I, states and funded territories are required to conduct the following activities:

1. *Support a public awareness program* designed to provide information related to the availability and benefits of assistive technology devices and assistive technology services.
2. *Promote interagency coordination* that improves access to assistive technology devices and services for individuals of all ages with disabilities.
3. *Provide technical assistance and training* including the development and implementation of laws, regulations, policies, practices, procedures, or organizational structures that promote access to assistive technology devices and services.
4. *Provide outreach support* to statewide community-based organizations that provide assistive devices or services to individuals with disabilities or assist individuals in using assistive technology devices and services including focusing on individuals from underrepresented and rural populations.

The states and funded territories under the ATA have the option of performing several discretionary activities including: providing alternative state-financed systems to increase access to and funding for assistive technology; providing demonstrations of assistive technology devices; offering options for securing assistive technology devices and services; and

using various methods to provide technology-related information.

Individual legal advocacy for obtaining assistive technology through state Protection and Advocacy (P&A) agencies is a provision of the law. Under the ATA, state P&As will receive their funding directly from the National Institute on Disability and Rehabilitation Research (NIDRR), the administrating agency for the assistive technology programs.

The RESNA Technical Assistance Project is funded by the Tech Act of 1988, as amended. The technical assistance project provides consultation, training, and information to states to aid in their efforts to provide access to and funding for assistive technology for individuals with disabilities. Under the ATA, technical assistance continues. One of the technical assistance activities will establish a national public internet site to provide information regarding assistive technology and other disability-related resources.

The ATA also includes Title II – National Activities and Title III – Alternative Funding Mechanisms.

National activities include: coordination of federal research efforts; a report by the National Council on Disability describing the barriers in federal assistive technology policy to increasing the availability of assistive technology devices and services for individuals with disabilities; and coordination with the Access Board on Section 508 of the Rehabilitation Act of 1973, as amended. Other national activities include: (1) small business incentives, (2) technology and universal design, (3) universal design in the built environment, (4) outreach, and (5) training pertaining to rehabilitation engineers and technicians.

Title III authorizes alternative funding mechanisms for assistive technology that may include a low-interest loan fund, an interest buy-down program, a revolving loan fund, or a loan guarantee or insurance program.

Trigger

N/A

DEVELOPMENTAL DISABILITIES ASSISTANCE AND BILL OF RIGHTS ACT OF 2000

P.L. 106-42

Age: An individual from birth to age nine who has substantial developmental delay or specific congenital or acquired condition may be considered to have a developmental disability without meeting three of more of the criteria listed in next column if the individual has a high probability of meeting those criteria later in life.

For the grants to strengthen and promote systems of family support services, a child with disability is “an infant or young child from birth through age of eight.”

Service Providers: State Council on Development Disabilities, designated state agencies, UCEDDs and other grantees of the Administration on Developmental Disabilities.

Eligibility Criteria

Services are for those who have a developmental disability which is defined as a severe, chronic disability of an individual that is attributable to a mental or physical impairment or combination of mental and physical impairments; is manifested before the individual attains age 22; is likely to continue indefinitely; results in substantial functional limitations in three or more of the following areas of major life activity:

1. Self-care
2. Receptive and expressive language
3. Learning
4. Mobility
5. Self-direction
6. Capacity for independent living
7. Economic self-sufficiency;

and reflects the individual’s need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.

Services Provided

Grants are provided to states for Councils on Developmental Disabilities; State Protection and Advocacy Agencies, and for family support services.

Grants are also given to public and private, nonprofit agencies affiliated with a university for National Network of University Centers for Excellence in Developmental Disabilities Education, Research, and Services (UCEDDs). They provide interdisciplinary training, exemplary services, technical assistance, research, and information/dissemination activities.

Trigger

N/A

INDIVIDUALS WITH DISABILITIES EDUCATION ACT AMENDMENTS OF 1997 (IDEA) P.L. 105-17

Age: 3-21

Note: For purposes of this discussion the focus is on children in elementary and secondary education.

Service Providers:

Local Education Agencies

Educational Service Providers

Support Services Providers (i.e., Special educators, Speech-language pathologists, Audiologists, Physical therapists, Psychologists, Social workers, Nurses, Nutritionists, Family therapists, Orientation and mobility specialists, Pediatricians and other physicians)

Eligibility Criteria

Children with:

1. mental retardation, hearing impairments including deafness, speech or language impairments, developmental delay [ages three to nine at State/Local Education Agency discretion], visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities, and,
2. by reason thereof, need special education and related services.

Children who only need related services are not eligible for IDEA and should receive services under Section 504 of the Vocational Rehabilitation Act.

Services Provided

1. Free Appropriate Public Education
2. Individualized Education Program (IEP)
3. Least Restrictive Environment
4. Procedural Safeguards
5. Evaluation
6. Confidentiality
7. Special Education Services to students enrolled in private or parochial elementary and secondary schools with the consent or referral by the LEA.

Specifically designed instruction, at no cost to parents, to meet the unique needs of a child with a disability including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, and instruction in physical education.

Related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services. Medical services for diagnostic or evaluation purposes only. School health services, social work services in schools, and parent counseling and training.

Trigger

Referral to entity authorized to initiate evaluation and eligibility determination for services (eligibility determinations includes the parent).

INDIVIDUALS WITH DISABILITIES EDUCATION ACT AMENDMENTS OF 1997 (IDEA) *(continued)* P.L. 105-17

Age: 14-21

(or younger as determined by the IEP team)

Service Providers:

Local Education Agencies

Educational Service Providers

Support Services Providers

Eligibility Criteria

Children with:

1. mental retardation, hearing impairments including deafness, speech or language impairments, developmental delay [ages three to nine at State/Local Education Agency discretion], visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities, **AND**
2. by reason thereof, need special education and related services.

Some transition requirements do **not** apply to children with disabilities who are convicted as adults under State law and who are incarcerated in adult prisons.

Services Provided

Transition Services are a coordinated set of activities for a student with a disability that: 1) is designed with an outcome-oriented process, which promotes movement from school to post-school activities, including post-secondary education, vocational training, adult services, independent living, or community participation; 2) is based on the individual student's needs, taking into account the student's preferences and interests; and, 3) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

(Note: Functional vocational evaluations examine what students can do, learn and achieves and focus on natural environments such as the home, school and community.)

- The IEP of each student with a disability beginning at age 14 (or younger) must include a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).
- The IEP of each student beginning at age 16 (or younger) must include a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.
- In States that transfer rights at the age of majority, the student must be informed at least one year before he or she reaches the age of majority under State law that all the rights accorded to parents under the Act will now transfer to the student (unless the student has been determined incompetent under State law). The IEP must include a statement that the student has been informed of this transfer.

Trigger

IEP team (with input from student) determines and designs transition services as part of special education services.



SOCIAL SECURITY ACT

P.L. 74-271

Age: 0-18

For information on other age ranges covered by this legislation, see next two sections “Over 18” and “Under 22.”

Service Providers: Social Security Administration (SSA)

Eligibility Criteria

Parents’ income and assets are considered in order for a child to receive benefits under Supplemental Security Income (SSI). A child will be considered disabled, if he or she has a physical or mental condition (or a combination of conditions) that results in “marked and severe functional limitations.” The condition must last or be expected to last at least 12 months or be expected to result in the child’s death. The child must not be working at a job that is considered to be substantial work.

Under Social Security Disability Income (SSDI), children receive benefits if parents are receiving disability or retirement benefits. Under SSDI, the disability of an individual under the age of 18 is not considered. The child’s benefits normally stop at age 18 unless he or she is a full-time student in an elementary or high school (benefits can continue until age 19) or is disabled.

Services Provided

Provides income and health benefits.

Trigger

Applying to SSA .

Age: Over 18

Service Providers: Social Security Administration (SSA)

Eligibility Criteria

Over the age of 18, parents’ income and assets are no longer considered, and income and assets of the child only are used in determining eligibility for SSI. An adult child who is disabled can qualify for SSDI benefits when his or her parent begins collecting Social Security retirement benefits at the age of 62. Social Security Administration will evaluate the disability of an adult child (age 18 or older) who is applying for Social Security for the first time, or who is being converted from a Social Security dependent child’s

benefit, by using adult disability criteria. To qualify for disability, an adult must have a physical or mental impairment, or combination of impairments, that is expected to keep him or her from doing any “substantial” work for at least a year or is expected to result in death. (Generally, a job that pays \$810 or more per month is considered substantial).

Special rules make it possible for people with disabilities receiving Social Security benefits or Supplemental Security Income (SSI) to work and still receive monthly payments and Medicare or Medicaid. Social Security calls these rules “work incentives.” You can learn more about work incentives by going to SSA’s Office of Employment Support Programs (OESP) website at: www.ssa.gov/work/ResourcesToolkit/workingincentives.html#work.

Services Provided

Provides income and health benefits.

Triggers

- Applying to SSA.
- Referral from Benefits Planning Assistance and Outreach (BPAO) Program. For more information, see SSA’s Office of Employment Support Programs (OESP) website on BPAO at: www.ssa.gov/work/ServiceProviders/bpaofactsheet.html.

Age: Under age 22

Service Providers: Social Security Administration (SSA)

Eligibility Criteria

Disabled students under age 22 may exclude \$1,370 of their monthly earnings, with an annual limit of \$5,520 when counting their income for SSI purposes.

Triggers

- Applying to SSA.
- Referral from Benefits Planning Assistance and Outreach (BPAO) Program. For more information, see SSA’s Office of Employment Support Programs (OESP) website on BPAO at: www.ssa.gov/work/ServiceProviders/bpaofactsheet.html.
- Referral from Vocational Rehabilitation (VR).

TEMPORARY ASSISTANCE TO NEEDY FAMILIES (TANF)

P.L. 104-193

Age: TANF final regulations define minor child as an individual who has not attained 18 years of age; or has not attained 19 years of age and is a full-time student in a secondary school (or in the equivalent level of vocational or technical training).

Service Providers: State and County agencies

Eligibility Criteria

TANF serves needy families; income and asset limitations vary by state. Some assistance can only go to families with minor children. TANF only allows families to receive assistance for up to five years, although there are exceptions.

Services Provided

States can use TANF block grant in ways that support the purposes of the TANF program:

- To provide assistance to needy families so that children may be cared for in their own homes or in the homes of relatives;
- To end the dependence of needy parents on government benefits by promoting job preparation, work, and marriage;
- To prevent and reduce the incidence of out-of-wedlock pregnancies and establish annual numerical goals for preventing and reducing the incidence of these pregnancies; and
- To encourage the formation and maintenance of two-parent families.

Funds can be used for youth related activities and services such as after-school and summer programs, summer youth employment, teen parent and pregnancy prevention programs.

Trigger

Services are provided based on eligibility and state decision of how to use the federal funds.



TICKET TO WORK AND WORK INCENTIVES IMPROVEMENT ACT OF 1999 P.L. 106-170

Age: 18-64

Service Providers: Vocational Rehabilitation agencies or Employment Networks. Employment Networks (ENs) are approved providers of services. To be approved, ENs must meet certain criteria and submit a proposal. ENs enter into a contract with Social Security Administration to provide services.

Eligibility Criteria

Must be receiving Social Security Insurance (SSDI) or Supplemental Security Income disability (SSI).

The individual must have a disability for which medical improvement is not expected or possible.

The individual must live in a state where Tickets are available. The program is being phased in nationally over a three-year period.

Tickets are currently available in all states and the District of Columbia, with the exception of the following 17 states and territories (SSA will distribute Tickets to these states and territories in 2003): Alabama, California, Hawaii, Idaho, Maine, Maryland, Minnesota, Nebraska, North Carolina, Ohio, Pennsylvania, Rhode Island, Texas, Utah, Washington, West Virginia, Wyoming, as well as in American Samoa, Guam, the Northern Mariana Islands, Puerto Rico and the Virgin Islands.

Services Provided

Vocational rehabilitation, employment or support services to help an individual go to work

Trigger

The Tickets are mailed by SSA. When an individual gets a Ticket, he or she is free to choose whether or not to use the Ticket as well as when to use the Ticket. If he or she decides to use it, he or she takes it to a participating Employment Network in the local area or to a State VR Agency.



VOCATIONAL REHABILITATION PROGRAM (TITLE IV OF THE WORKFORCE INVESTMENT ACT) P.L. 105-220

Age: There are no statutory age requirements under the vocational rehabilitation program.

For transition services, the regulations encourage agencies to work with students as early as possible.

Service Providers: In accordance with a state plan approved by the federal government, vocational rehabilitation services are provided through local offices of state agencies and through community-based organizations, often referred to as community rehabilitation programs, under contractual agreements with the state agencies.

Transition services are often provided through cooperative agreements between state and local school and college districts and systems and the vocational rehabilitation agency.

Eligibility Criteria

To be eligible for vocational rehabilitation services, an individual must:

1. Have a physical or mental impairment that results in a substantial impediment to employment;
2. Be able to benefit from receiving vocational rehabilitation services; and,
3. Require vocational rehabilitation services to prepare for, secure, retain, or regain employment.

An individual can be presumed eligible for services if he or she is receiving Social Security benefits as a result of a disability.

Services Provided

Vocational rehabilitation services are any services described in an Individualized Plan for Employment that helps the individual prepare for, secure, retain, or regain employment and may include:

1. Assessment;
2. Counseling & guidance;
3. Referrals to other agencies;
4. Job-related services including job search and placement assistance, job retention services, follow-up and follow-along services;
5. Vocational and other training;
6. Financial assistance for diagnosis and treatment of physical and mental impairments, if no other comparable benefit is available;
7. Maintenance for other costs during assessment and service periods;
8. Transportation;
9. On-the-job or other personal assistance services during service period;
10. Interpreter services;
11. Orientation and mobility and rehabilitation teaching services;
12. Occupational license, tools, equipment, and initial stocks and supplies;
13. Technical assistance and other consultation services for those pursuing self-employment or telecommuting;
14. Rehabilitation technology;
15. Transition services for students with disabilities that facilitate the achievement of the employment outcome;
16. Supported employment services;
17. Services to family members; and
18. Post-employment services.

continued

Vocational Rehabilitation Program
(Title IV of WIA)
P.L. 105-220 *continued*

Services to groups and other specialized services are also available.

Transition services are defined as “a coordinated set of activities for a student, designed within an outcome-oriented process, that promotes movement from school to post school activities, including postsecondary education, vocational training, integrated employment (including supported employment). Services may include instruction, community experiences, the development of employment and other post school adult living objectives, and when appropriate, the acquisition of daily living skills and functional vocational evaluations, continuing and adult education, adult services, independent living, or community participation.”

Triggers

Specific triggers that define the services to be provided include the individual’s strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

The triggers for “transition services” are individual student needs, preferences and interests.



THE CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT

P.L. 105-332

Age: Those individuals who are in secondary and postsecondary schools

Service Providers: State Boards for Vocational Education receive State Basic Grants. The distribution of grant funds within a state is directed to priority items established by the state in accordance with an approved state plan for vocational-technical education. Local education agencies and postsecondary institutions are eligible recipients for subgrants.

Eligibility Criteria

None

Services Provided

The Perkins Act supports vocational-technical education, which is defined as organized educational programs offering sequences of courses directly related to preparing individuals for paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Programs include competency-based applied learning that contributes to an individual's academic knowledge, higher-order reasoning, problem solving skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.

Schools use Perkins funds for occupationally-relevant equipment, vocational curriculum materials, materials for learning labs, curriculum development or modification, staff development, career counseling and guidance activities, efforts for academic-vocational integration, supplemental services for special populations, hiring vocational staff, remedial classes, and expansion of tech prep programs.

Tech Prep education is a 4+2, 3+2 or 2+2 planned sequence of study in a technical field beginning as early as the ninth year of school. The sequence extends through two years of postsecondary occupational education or an apprenticeship program of at least two years following secondary instruction, and culminates in an associate degree or certificate.

Trigger

N/A

WORKFORCE INVESTMENT ACT – YOUTH PROVISIONS

P.L. 105-220

Age: 14-21 years

Eligible youth ages 18-21 may be concurrently enrolled in adult and youth activities.

Service Providers: Local workforce investment boards choose service providers through a competitive process to provide all or some of the services. The local administrative entity can also provide some services and One-Stops are also available for some services to youth.

Eligibility Criteria

Youth who are low-income and one or more of the following:

Deficient in basic literacy skills; a school dropout; homeless, a runaway, or a foster child; pregnant or a parent; an offender; an individual who requires additional assistance to complete an educational program, or to secure and hold employment.

Up to five percent of youth participants served in a local area may be individuals who do not meet the income criterion, if they meet one or more of the following criteria:

- School dropout;
- Basic skills deficient;
- Are one or more grade levels below the grade level appropriate to the individual's age;
- Pregnant or parenting;
- Possess one or more disabilities, including learning disabilities;
- Homeless or runaway;
- Offender; or
- Face serious barriers to employment as identified by the Local Board.

Services Provided

Local areas use funds for eligible youth to:

- Provide an objective assessment of the academic levels, skill levels, and service needs of each participant,
- Develop service strategies for each participant;
- Provide preparation for postsecondary educational opportunities.

The elements to achieve the above include

tutoring, study skills training, and instruction, leading to completion of secondary school, including dropout prevention strategies; alternative secondary school services; summer employment opportunities linked to academic and occupational learning; paid and unpaid work experiences; occupational skill training; leadership development opportunities; supportive services; adult mentoring; follow-up after completion of participation; comprehensive guidance; and counseling.

Trigger

All youth participants must be registered to participate in the youth program.

Once a youth is registered, positive outcomes for the youth must be achieved, coupled with follow-up services.

The outcomes for youth age 14 through 18 for youth with activities include: attainment of basic skills and, as appropriate, work -readiness or occupational skills; attainment of secondary school diplomas and their recognized equivalents; and placement and retention in postsecondary education or advanced training, or placement and retention in military service, employment, or qualified apprenticeships.

YOUTH OPPORTUNITY GRANTS (Funded under WIA)

Age: 14-21 years

Service Providers: Services are provided by the 36 organizations that received the federal grant.

Eligibility Criteria

Youth must reside in the community identified in the grant. Grants are for Empowerment Zone/Enterprise Communities (EZ/ECs).

The grants are in six Native American, six rural, and twenty-four urban communities.

Services Provided

Provides the same services as WIA. Additionally each geographic area must have a community youth center.

Trigger

N/A

JOB CORPS (Funded under WIA)

Age: 16-24 years

There is no upper age limit for an otherwise eligible individual with a disability.

Service Providers: Job Corps Centers

Eligibility Criteria

Youth must be a low-income individual and one or more of the following: basic skills deficient; a school dropout; homeless, a runaway; a foster child; a parent in need of additional education, vocational training, or intensive counseling and related assistance in order to participate successfully in regular schoolwork or to secure and hold meaningful employment.

Services Provided

Residential education and job training program.

Trigger

Job Corps contracts with organizations that recruit youth for specific Job Corps Centers.

Blank

For More Information, Please Contact:

**HIGH SCHOOL/HIGH TECH
PROGRAM**

c/o National Collaborative on
Workforce and Disability
for Youth

1-877-871-HSHT (4748)
www.highschoolhightech.net

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