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Winter 2023

Fostering Inclusivity: Iroquois Job Corps Center

Creating an inclusive education and technical training environment that accommodates the diverse needs of all students is essential at Job Corps. At Iroquois Job Corps Center, two remarkable students and brothers, Micah and Levi, who are deaf, are not only excelling in their chosen trades but also inspiring positive change in their community.

Micah and Levi: Brothers with a Shared Dream

Micah and Levi embarked on their Job Corps journey in April 2023 and June 2023 respectively, with a shared vision of acquiring valuable career technical skills.

- With a passion for getting his hands dirty, Levi saw Job Corps as an opportunity to develop his skills in a field he could be passionate about – he chose bricklaying.
- Micah, already possessing some knowledge in electrical work, selected the electrical trade.

“ I didn’t know anything related to brick before I started and now I realize I can do a lot more than I thought I could. I can put my knowledge into action. - Levi ”

Policy, Process, and Community Resources

One of the keys to the brothers’ success lies in the steps taken by the center’s Disability Coordinators (DCs), Colleen Herriven and Stephanie Kellogg. Colleen and Stephanie worked closely with their Regional Disability Coordinator (RDIC), Kristen Philbrook, to ensure Micah and Levi were provided effective communication and disability accommodations, and to secure National Office funding for sign language interpreter (SLI) services.

“ The first thing I did was reach out to my Regional Disability Coordinator who went through the process step by step with me. - Colleen Herriven ”

After an initial teleconference with Kristen and a Disability Accommodation Committee (DAC) meeting with each applicant, the DCs reached out to local organizations, gathered information about interpreting services offered, and obtained service quotes. Deaf Access Services (DAS), a program of People, Inc., was the organization selected to provide the interpreting services. Kelly Morgan, DAS representative, stated that this has been a very positive experience on their side as well. By having open communication with the center, DAS was able to determine the needs of the students and provide appropriate interpreting services. They also provide an on-demand app that helps with interpreting services in a moment’s notice when interpreting needs come up. Furthermore, DAS has a relationship with Adult Career and Continuing Education Services

Fostering Inclusivity: Iroquois Job Corps Center (cont.)

– Vocational Rehabilitation (ACCESS-VR) so ongoing services and support can continue for Levi and Micah in the workforce.

Interpreters: Partners in Success

Micah and Levi's success can be attributed, in part, to the dedicated interpreters who accompany them throughout their training day. Allen (who is a sub for the regular interpreter, Hannah) and Rebekah are the interpreters who play a vital role in ensuring that the students have access to information and can actively participate in their respective career technical trades and academic pursuits. Their support enables Micah and Levi to fully engage in their education by adapting their interpreting based on the students' specific needs, thus ensuring both a positive and seamless experience.



Micah (right) and Levi (left) working with their interpreters, Allen and Rebekah, during the training day.



Staff Feedback

I had my concerns at first, but it was evident within the first 2 weeks that this was going to work out.
- Electrical Instructor

Initially, there were concerns about how Micah and Levi would navigate their trades with interpreters. However, instructors in both the electrical and bricklaying trades have been astounded by the students' work ethic, dedication, and the professional conduct of the interpreters. This positive experience highlights the adaptability of the students and staff and the commitment of the interpreters, ultimately leading to a harmonious learning environment.

Fostering Inclusivity

The center, noticing other students' growing interest in sign language, took the initiative to establish an American Sign Language (ASL) class at the center. As a result, four students from the electrical trade program can now communicate effectively with Micah, opening doors to new friendships and shared experiences.

I like that the students help each other out. All around very good experience.
- Micah

Fostering Inclusivity: Iroquois Job Corps Center (cont.)

According to the DCs, Levi is close to 50% complete in bricklaying and is doing very well. He works continuously and at 100% effort. Micah, who had little to no formal education prior to Job Corps, is working towards his high school diploma with hopes of getting his GED. He is about 35% complete in electrical trade.

Related Policy Reminders

Key reasons the center has been successful at providing services for students who are deaf are that they followed Job Corps policy for ensuring effective communication (PRH Appendix 201) and providing disability accommodations (PRH Form 2-03) and utilized their RDIC as a resource. Iroquois' experience offers several important reminders should your center have an applicant/student who is deaf or has a hearing impairment.

- **DO** contact your RDIC for Technical Assistance as soon as you know about an applicant or student who is deaf or has a hearing impairment.
- **DO NOT** refer an applicant who is deaf or has a hearing impairment to another center.
- **DO NOT** tell individuals who are deaf or who have a hearing impairment that the center does not provide SLIs. This includes SLIs for “companions” (e.g., parent/guardian or other family member, advocate, etc.) of an applicant/student.
- **DO NOT** deny disability accommodations at the center level.
- **DO** contact your RDIC for help securing SLI services and requesting National Office funding to pay for SLI services.

Spotlight on Assistive Technology

Google Live Transcribe

[Google Live Transcribe](#) provides real-time audio transcription that can be used to communicate in the moment. This free app uses captions to transcribe voice to text with 84% accuracy. Audio appears as large text on the screen as words are being spoken. Transcribe meetings, class lectures, phone calls, or face to face conversations.



Fonate DAF

[Fonate DAF](#) uses Delayed Auditory Feedback (DAF) technology to assist those who stutter with speaking slower and more fluently. Users speak into the phone and the DAF app will play back their speech a fraction of a second later. This choral effect disrupts the normal auditory feedback loop and causes the speaker to slow down and speak more clearly.



Disability Resources

Registry of Interpreters for the Deaf

[Registry of Interpreters for the Deaf](#) (RID) is the national certifying body of sign language interpreters. Centers can use RID to search for interpreters in the local area or to verify a RID member's certifications. RID interpreters are tested to ensure quality services and are required to complete professional development to maintain certification.



Registry of Interpreters for the Deaf, Inc.

Job Accommodation Network (JAN) Brochure

The [JAN and Job Corps Partnership Brochure](#) was recently updated and is now available on the Job Corps Disability Website. The brochure contains information about JAN, how their services can benefit Job Corps centers, as well as contact information and related weblinks.



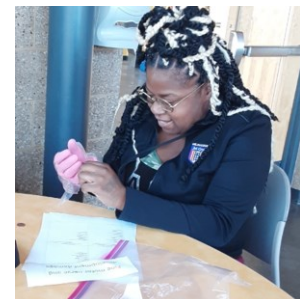
Appeals Process Graphic

Applicants may submit an appeal of a denial of enrollment decision to the Regional Office if they were denied for health care needs or direct threat to others. The appeal request must include updated and/or new medical or health documentation to be considered. A new [graphic](#) outlining the appeals process for Regional Office and center staff is now available on the Job Corps Disability Website.

Center Highlights

National Disability Employment Awareness Month (NDEAM) Activities

- **Muhlenberg:** The center held an NDEAM-related art contest. Students submitted artwork such as poems, songs, posters, photos, essays, paintings, etc. that encompassed this year's NDEAM theme of "Disability Powered by Inclusion". Materials were provided and three students were selected to win a cash prize.
- **David L. Carrasco:** The center hosted an activity during lunch to recognize NDEAM. Students matched a celebrity with a disability they are known to have. For example, Justin Timberlake (Attention-Deficit/Hyperactivity Disorder and Obsessive-Compulsive Disorder) and Tom Cruise (Dyslexia).
- **Milwaukee:** The center held a disability awareness interactive afternoon where students participated in simulated disability experiences. Students completed a specific task that would reflect an individual's experience with various disabilities. For example, a student was tasked with opening a zip-lock bag with a glove on to simulate upper extremity mobility limitations.



Simulated Disability Experience at Milwaukee

Center Highlights (cont.)

Sensory, Coping Skills, De-escalation Areas

Many centers have created safe spaces for students to deescalate, practice coping skills, and receive mental health and other health-related resources on center. For example, **Inland Empire Job Corps** has a “Wellness Lounge” that provides students with a safe space to de-escalate, do work, or lounge. Student group meetings for coping and lifestyle are also held in the lounge and information for center and community resources are provided.



Inland Empire Wellness Lounge

Community Partnerships

- **Cleveland:** The center has a partnership with the Board of Developmental Disabilities that provides the center assistance with job placement and transition resources for students with disabilities.
- **Inland Empire:** The center has a partnership with the Center on Deafness that provides guidance on assistive technology and disability accommodation solutions for students who are deaf or hard of hearing.
- **Boxelder:** The center has a partnership with Western Resources for Independent Living that provides qualified students with support in housing, transportation, and independent living skills.
- **Ottumwa:**
 - The center has a partnership with Vocational Rehabilitation Services. A dedicated Vocational Rehabilitation counselor visits the center weekly to assist qualified students in applying for services. The counselor also assists with job skills training and transition planning.
 - The center has a partnership with First Resources Corporation that provides supported employment, job coaching, supported community living services, and other services to prepare for the workforce to students with disabilities.

Regional Disability Coordinators

- Boston: Kristen Philbrook (philbrook.kristen@jobcorps.org)
- Philadelphia: Angela Jenkins (jenkins.angelak@jobcorps.org)
- Atlanta and San Francisco: Stephanie Karras (karras.stephanie@jobcorps.org)
- Dallas: Alyssa Purificacion Olivas (purificacion.alyssa@jobcorps.org)
- Chicago: Sharon Hong (hong.sharon@jobcorps.org)