**Name of individual:** Click here to enter text. **Name of reviewer:** Click here to enter text. **Date:** Click here to enter text.

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| **Minimum Requirements** | **2 Points** | **1 Point** | **0 Points** | **Score** | **Comments** |
| All of the required components should be clear and easy to find**.** Individual and/or guardian signature present within the Employment Plan.  The Employment Plan should include a list of everyone that participated in the planning meeting. It should include some evidence of the individual’s participation and input, as well as evidence of the participation and/or input from persons of their choice. An indication of participation might be a list of those invited to the planning meeting, a list of participants, and/or a statement of participation signed by the individual. | **Score at this level when all 11 of the components in this section are covered.** | **Score at this level when 7 to 10 of the components in this section are covered.** | **Score at this level when 6 or less of the components are covered.** | 0  1  2 |  |
| **Mark all components included in the Employment Plan:**  1.Time line for the plan  2. Individual’s name - first and last  3. Individual ADSA ID  4. Service hours  5. Individual’s skills, gifts, interests, and preferred activities  6. Employment Goal   * Preferred job type the individual wishes to obtain or maintain * Preferred wages/salary the individual wishes to earn * Preferred number of hours the individual wishes to work * Agreed upon time line to achieve employment goal   7. Measurable strategies and time lines (action steps and supports) to meet the goal  8. Identification of persons and/or entities (family, DVR, co-workers, etc.) available to assist the individual in reaching his/her employment goal  9. Identification of other accommodations, adaptive equipment, and/or supports critical to achieve employment goal (if applicable)  10. Indication that individual and/or persons of their choice participated in the plans development. Indication of participation may include a list of those invited to the planning meeting, a list of those who attended, and/or a statement of participation signed by the individual.  11. Signatures and dates relevant to the employment plan are included | | |

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| **Skills, gifts, interests, and preferred activities** | **3 Points** | **2 points** | **1 Point** | **0 Points** | **Score** | **Comments** |
| A clear description of the individual’s skills, gifts, interests, and preferred activities.  It should be strength based and give the reader an idea of what is most important to the individual.  This section should paint a picture of the individual’s skills and interests that assists the reader to “see” the person throughout the rest of the plan’s contents. | **Score at this level when 3 of the components in this section are covered.** | **Score at this level when 2 of the components in this section are covered.** | **Score at this level when 1 of the components in this section are covered.** | **Score at this level when 0 of the components in this section are covered.** | 0  1  2  3 |  |
| **Mark all included in the Employment Plan:**  1. Provides a clear picture of the person’s skills and gifts  2. Provides a clear picture of the person’s likes, interests, and favorite activities  3. Provides a clear picture of who the person is and what is important to them | | | |

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| **Employment Preferences and Goal(s)** | **6 Points** | **5 points** | **4 Points** | **3 Points** | **2 Points** | **1 Point** | **0 Points** | **Score** | **Comments** |
| The Employment Plan identifies specific employment preferences and an employment goal.  Goals should relate to the employment preferences and the individual’s skills, gifts, interests, and preferences.  The reader should be able to clearly see the objective of the employment plan. | **Score at this level when all 6 of the components in this section are covered.** | **Score at this level when 5 of the components in this section are covered.** | **Score at this level when 4 of the components in this section are covered.** | **Score at this level when 3 of the components in this section are covered.** | **Score at this level when 2 of the components in this section are covered.** | **Score at this level when 1 of the components in this section are covered.** | **Score at this level when 0 of the components in this section are covered.** | 0  1  2  3  4  5  6 |  |
| **Mark all included in the Employment Plan:**  1. The preferred number of work hours the individual wishes to work is listed  2. The preferred job type the individual wishes to obtain or maintain is listed  3. The preferred work shift is listed  4. The preferred wages/salary the individual wishes to earn is listed  5. The employment goal is listed and relates to the employment preferences  6. The employment goal relates to the individual’s skills, gifts, interests, and strengths | | | | | | |

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| **Action Steps and Supports** | **7 Points** | **6 Points** | **5 Points** | **4 Points** | **3 Points** | **2 Points** | **1 Point** | **0 Points** | **Score** | **Comments** |
| The Employment Plan identifies what steps and supports are necessary to meet the employment goal.  It should be clear who is responsible for what and the element being addressed.  The action steps incorporate these characteristics: Specific, Measurable, Attainable, Realistic, and Time-bound (“SMART goals”). | **Score at this level when all 7of the components in this section are included in the Action Steps.** | **Score at this level when 6 of the components in this section are included in the Action Steps.** | **Score at this level when 5 of the components in this section are included in the Action Steps.** | **Score at this level when 4 of the components in this section are included in the Action Steps.** | **Score at this level when 3 of the components in this section are included in the Action Steps.** | **Score at this level when 2 of the components in this section are included in the Action Steps.** | **Score at this level when 1 of the components in this section is included in the Action Steps.** | **Score at this level when 0 of the components in this section are included.** | 0  1  2  3  4  5  6  7 |  |
| **Action Steps include:**  SMART Goals -  1. Specific  2. Measurable  3. Achievable  4. Relevant  5. Time-bound  6. Identifies the element being addressed (intake, discovery, assessment, job prep, job development, job support, and retention)  7. Identifies responsible party to ensure the action step or support is provided to the individual | | | | | | | |

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| **Other accommodations critical to achieving the employment goal** | **2 Points** | | **0 Points** | | | **Score** | **Comments** |
| The Employment Plan clearly identifies other accommodations that are necessary to meet the employment goal.  If no accommodations are necessary, this is clearly stated. | **Score at this level when 1 of the 2 components in this section are covered.** | | **Score at this level when 0 of the components in this section are covered.** | | | 0  2 |  |
| If applicable, the plan should clearly identify what the necessary accommodation(s) is/are for the individual critical to achieving the employment goal  If not applicable, the plan should clearly state “none” and be consistent to support this throughout other sections | | | | |
| **Respectful and Strengths Based Language** | **3 Points** | **2 Points** | | **1 Point** | **0 Points** | **Score** | **Comments** |
| The Employment Plan uses language that is respectful of an individual. | **Score at this level when the component in this section is covered.** | **Score at this level when the component in this section is somewhat covered.** | | **Score at this level when the component in this section is barely covered.** | **Score at this level when the component in this section is not covered.** | 0  1  2  3 |  |
| **Mark the one that best describes the Employment Plan:**  Provides a respectful and strengths based description of the person that is relevant to the employment plan. The plan’s emphasis is on assets and supports needed to be successful, not the disability and what an individual cannot do.  Provides a somewhat respectful and strengths based description of the person that is relevant to the employment plan. Some of the plan’s emphasis is on assets and supports needed to be successful, not the disability and what an individual cannot do.  Provides mainly a deficit based description of the person, and/or uses language that is not respectful. The plan’s emphasis on assets and supports is lacking and is too focused on the individual’s disability.  Provides only a deficit based description of the person and/or uses language that is not respectful. The plan’s emphasis is not assets and supports at all and is solely focused on the individual’s disability. | | | | |
| **Total Score =** | | | | | | | |

**SCORING Guide**

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| **Excellent = 23** | **Above Standard = 20-22** | **Satisfactory = 16-19** | **Below Standard = 11-15** | **Unsatisfactory = 0-10** |