



Chapter 14

Online Promotion of Successful Vocational Rehabilitation

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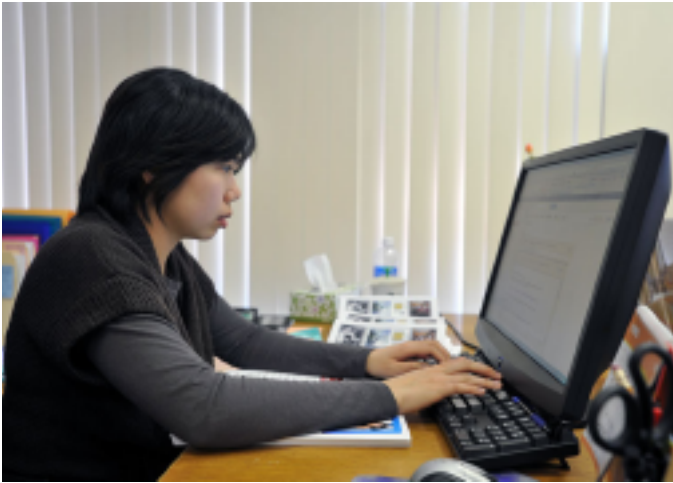
Since the early 2000s, the Internet has become much more than a source of information: it has become a social environment in which people communicate, work, learn, play, and develop relationships. It is also an important source of outreach (Bargh & McKenna, 2004; Ellison, Steinfield, & Lampe, 2007). Because barriers of time, distance, first impressions, and stigma associated with disability and/or race can be diminished or erased on the Internet, the online environment is more accessible for people with disabilities, especially those from diverse cultural and linguistic backgrounds (Bowker & Tuffin, 2007; Ess, 2001).

Many people in the United States who have disabilities lack access to important information related to their vocational rehabilitation (VR) and employment rights and opportunities. This is especially true for Asian Americans with disabilities (AAWDs). Studies have indicated that AAWDs are less likely than their White peers to apply for or gain access to VR services (Kim-Rupnow, Park, & Starbuck, 2005; Wilson, Alston, Harley, & Mitchell, 2002). They do not know what jobs they might be able to do or how to obtain the necessary training.



The Internet is useful for all ages, especially the young.

They may not be aware of their right to employment facilitation under the Americans with Disabilities Act (ADA) or from government programs such as the Division of Rehabilitation Services (DRS). Similarly, Asian as well as non-Asian employers often do not know where to go to hire people with disabilities or what resources are available to assist them in hiring such people (e.g., employee training from government and nonprofit agencies, information on how to provide accommodations, tax credits, and funding supports related to access issues or equipment). Employer ignorance may be aggravated by recruitment specialists (“headhunters”) who practice discrimination when they fail to find and represent people with disabilities, especially those from immigrant, refugee, and minority backgrounds (National Council on Disability, 2007). Furthermore, many VR offices lack access to translators and interpreters for Asian languages and dialects spoken in countries of origin (Hasnain & Leung, 2010).

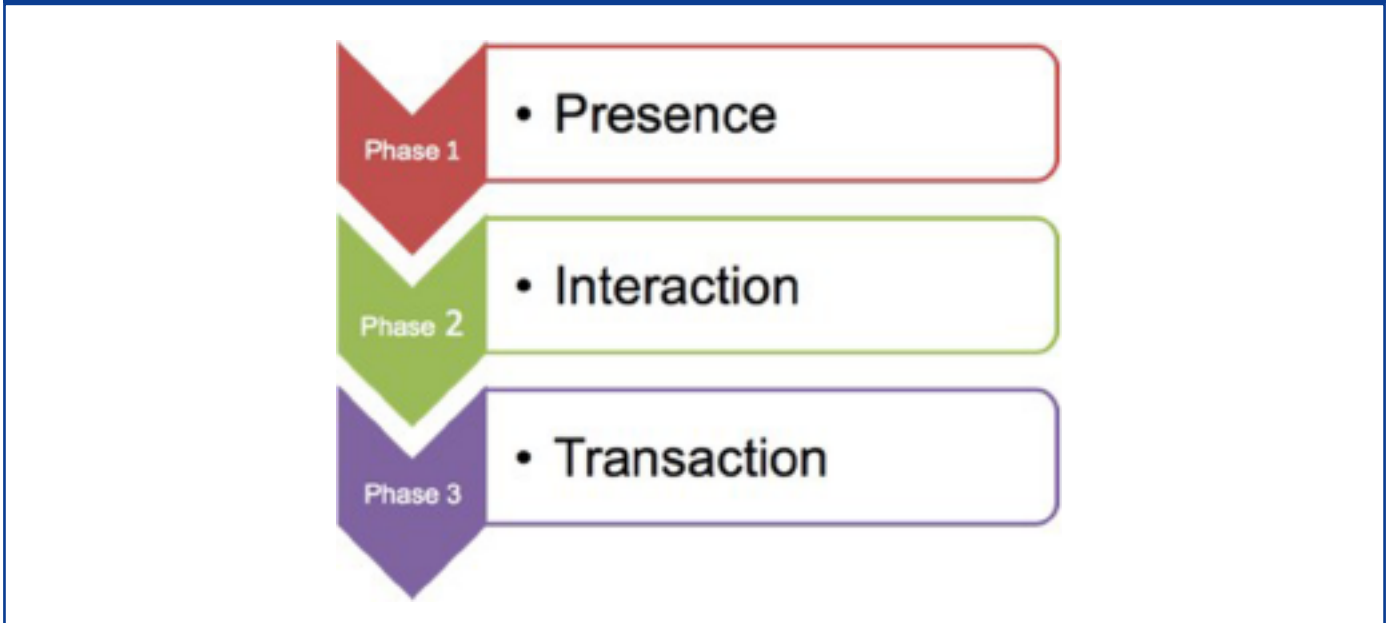


The importance of using the Internet to find jobs.

Using information and communication technologies (ICT) may promote awareness and action for VR providers as well as potential employees with disabilities. Recently, more government and private organizations have discovered the potential of ICT, and particularly the Internet, for leveraging their services and outreach (Hopkins & Julian, 2002). DRS could serve as a model agency in this regard. Today, the key to success is becoming a learning organization—that is, an organization with policies that emphasize learning and the empowerment that social capital can provide (Tsang, 1997). A learning organization is able to exchange information, construct new knowledge, and learn from network connections that cross organizational boundaries (Wasko & Faraj, 2005).

DRS must increase its online presence in innovative ways to improve access by and increase its provision of services to people with disabilities, particularly AAWDs who live in Illinois, the target state of ADOPT. Following the Gartner Group model presented in Baum and DiMaio (2001) and the e-government framework developed by Affisco and Soliman (2006), we recommend implementing three of the four basic phases for successful transformation of VR services via the Internet. The fourth phase, transformation itself, cannot be conducted online because it requires a policy change: namely, redefining service delivery and making it transparent to customers. Figure 14.1 presents the three major phases.

Figure 14.1. Phases to transform vocational rehabilitation services via Internet.



Presence

The first phase, **Presence**, focuses on modifying the current DRS website (www.drs.illinois.gov). The present DRS website occupies one page of the general website of the Illinois Department of Human Services (DHS). Its limited content includes a sidebar of URLs that primarily link to other pages of DHS that are focused on general services of DHS and not necessarily on VR, as shown in figures 14.2 and 14.3.

Figure 14.2. Links to disability services.

The screenshot shows the Illinois Department of Human Services website. The header includes the DHS logo, the name 'Illinois Department of Human Services', and the name of the Secretary, Nichelle B.B. Saffler. Below the header is a navigation bar with tabs for 'for Customers', 'for Providers', and 'about DHS'. The main content area is titled 'Rehabilitation Services' and includes a brief description of the division's role. A 'How to Contact DRS' section provides information on how to reach the department. On the right side, there is a 'Related Links' sidebar with a list of links, including 'DHS Success: Making It Work Together', 'Client Assistance Program (CAP)', 'Disability Determination Services', 'Educational Services', 'Home Services Program', 'Services for People Who Are Blind or Visually Impaired', 'Services for People Who Are Deaf or Hard of Hearing', 'Services for People with Disabilities Who Are Hispanic/Latino', 'Vocational Rehabilitation', and 'Work Incentive Planning and Assistance Program'. The link 'Services for People with Disabilities Who Are Hispanic/Latino' is highlighted with a red box, and 'Vocational Rehabilitation' is highlighted with a blue box.

Asian Americans with disabilities who are looking for online information related to VR might be confused by the DRS website. The main page briefly introduces DRS and focuses primarily on how to make contact with DHS offices based on one's place of residence. It is not obvious that the category of "Vocational Rehabilitation," which is hidden in the sidebar, refers to employment or college training opportunities. Another problem is that the category "Services for People with Disabilities Who Are Hispanic/Latino" is limited to a specific population, which can be misleading for potential new customers who are not Latino.

An effective and efficient website should support the needs of all customers. An optimal website should include the following:

- Static information about DRS, such as the services it offers, in simple language.
- A link to a multilingual orientation, such as a video, that provides information about DRS; individuals who receive this type of advance exposure to the service process are much better prepared to understand what happens in the VR office and what documentation to bring with them.
- How to apply to DRS, including a description of the process and the forms needed for the first face-to-face appointment with a VR counselor. These forms and documents, which are currently distributed in hard copy, should be printable.

To expedite the VR service process, the website should be redesigned such that:

- All information is presented in text format, video, and audio formats (short clips). In addition, the category "How to apply to DRS?" should be linked to the revised "Rehabilitation Services Web Referral Form" and other online forms, as presented in the next phases.
- Success stories of AAWDs who enrolled in DRS and got jobs.
- Best practices among DRS staff across offices and possible challenges.
- Brief and clear contact information such as the address of the main office; toll-free, multilingual phone lines; TTY; and email addresses.

- Nearest office location. The current tool for locating the nearest office is confusing because it refers to all DHS services, which means that interested people have to know exactly what they are looking for in advance (Figure 14.3).

ALL APPLICANTS

- √ Medicaid and/or Medicare card
- √ Social Security award letter
- √ Lists of past jobs and any degrees or certificates
- √ All available current medical information, including legible or typed letters from physicians, licensed therapists, psychologists, or other designated entities stating:

- Diagnoses/prognoses
- Symptoms, including medication side effects
- Treatment plans, including medications list
- Approval to work, including all restrictions and necessary accommodations
- Name, address and phone number from the physician submitting the letter

Figure 14.3.

Office Locator

Search for a DHS Office or Service Provider by selecting your county, and, for Cook County, your ZIP Code:

- 1 Select an Office Type:
- 2 Select your County: and your ZIP Code:
- 3

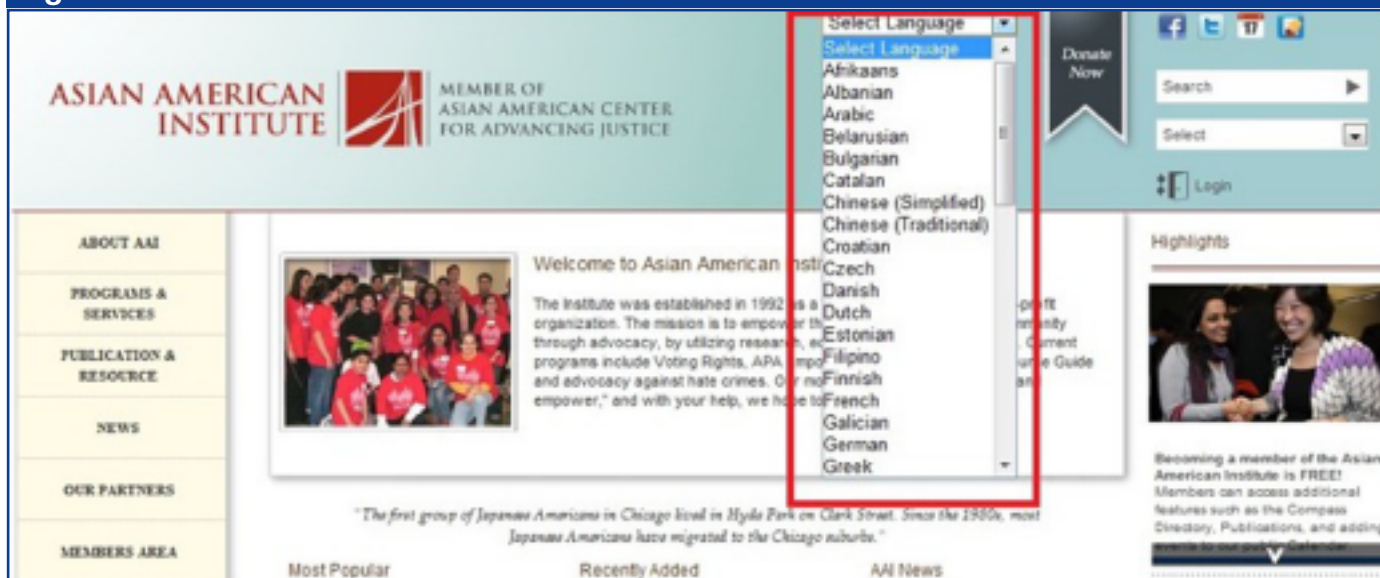
[Help](#) | [FAQ](#) | [Contact DHS](#) | [Email Technical Support](#)

Office Types

- **Administrative Office** - management of DHS services, programs and facilities
- **Child Care Resource & Referral** - information for parents looking for quality child care; and for child care providers
- **Developmental Disabilities** - information, assessment & referral regarding developmental disabilities
- **Early Intervention** - assessment of children age 0-3 for developmental delays

The revised website should contain a list of only the VR offices, with updated links, and the search box should require only a zip code. There should also be the kinds of FAQs that are usually presented in a service webpage. All information presented in the revised DRS website should appear in languages spoken by Asian people (e.g., Hindi, Chinese, Korean, Vietnamese, Tagalog, Arabic) as well as in English. The tool bar or main menu should include language buttons that link to translated content, as on the website for Asian Americans Advancing Justice-Chicago, formerly known as the Asian American Institute (<http://www.advancingjustice-chicago.org/>, see Figure 14.4).

Figure 14.4. Automatic translation services on a website.



The website should offer links to Asian-oriented resources and agencies, such as these:

- Asian Americans Advancing Justice-Chicago (<http://www.advancingjustice-chicago.org/>)
- Asian Human Services of Chicago (<http://www.ahschicago.org/>)
- Cambodian Association of Illinois (<http://www.cai.maillinois.org/>)
- Chicago Regional Office of the Minority Business Development Agency (<http://www.mbda.gov/>)
- Chinese American Service League (<http://www.caslservice.org/>)
- Chinese Mutual Aid Association (<http://www.chinesemutualaid.org/>)
- Community Counseling Centers of Chicago Quetzal Center (<http://www.c4chicago.org/>)

This category should also include a list of multicultural organizations that might be helpful for Asian Americans with disabilities who have language access needs. The table below was created by ADOPT.

Arab American Family Services

9044 S. Octavia
Bridgeview, IL 60455

Website: arabamerican-familyservices.org

Tel: (708)-599-2237

Fax: (708)-599-8299

Contact: Itedal Shalabi,
Executive Director

Tel: 599-2237 Ext. 31

Email:
itedals@yahoo.com

Language Expertise:
Arabic

Asian Human Services

4753 N. Broadway,
Suite 700
Chicago, IL 60640

Website: ahschicago.org

Tel: (773)-728-2235

Fax: (773)-561-1396

Contact: Jing Zhang,
Director of Community
Health Programs

Tel: (773)-293-8460

Email:
jzhang@ahschicago.org

Language Expertise:
Over 28
languages (e.g., Chinese,
Hindi, Hmong, Khmer,
Lao, Thai, & Urdu)

Cambodian Association of Illinois

2831 W. Lawrence
Avenue
Chicago, IL 60625

Website:
cai.maailinois.org

Tel: (773)-878-7090

Fax: (773)-878-5299

Contact: Kathy Reun,
Immigration & Family
Resources Coordinator

Tel: 878-7090 Ext. 205

Language Expertise:
Khmer

Chinese American Service League

2141 S. Tan Court
Chicago, IL 60616

Website:
cai.maailinois.org

Tel: (312)-791-0418

Fax: (312)-791-0509

Contact: Ivy Siu, Family
& Community Services
Department Manager

Tel: (312)-791-0418 Ext.
2202

Email:
jivy_siu@caslservice.org

Language Expertise:
Chinese-Mandarin and
Cantonese

Chinese Mutual Aid Association

1016 W. Argyle Street
Chicago, IL 60640

Website:
chinesemutualaid.org

Tel: (773)-784-299

Fax: (773)-784-2984

Contact: Jamie Taradash,
Rehabilitation Services
Project Developer

Email: jamiet@chinese-mutualaid.org

Language Expertise:
Over 28
languages (e.g., Bosnian,
Burmese, Cantonese,
Mandarin, Vietnamese, &
Nepalese)

Indo-American Center

6328 N. California Avenue
Chicago, IL 60659

Website:
indoamerican.org

Tel: (773)-973-4444

Fax: (773)-973-0157

Contact: Sunitha Doma,
Public Benefits
Coordinator

Tel: (773)-973-4444 Ext.
109

Email:
sdoma@indoamerican.org

Language Expertise:
Bengali, Gujarati, Hindi,
Punjabi, and Urdu

**Korean American
Community Services**

4300 N. California
Chicago, IL 60618

Tel: (773)-583-5501

Fax: (773)-583-7009

Contact: Inchul Choi,
Executive Director, Mi
Young Seo, Director of
Senior Services and
Public Benefit Program
Tel: (773)-583-5501

Email:

mseo@kacschicago.org

Language Expertise:

Korean and Spanish

**Lao American
Community Services**

4750 N. Sheridan Road
#369

Chicago, IL 60618

Website: lacschicago.org

Tel: (773)-271-0004

Fax: (773)-271-1682

Contact: Thavone
Nyatso, Executive
Director

Email:

info@lacschicago.org

Language Expertise: Lao
and Thai

**Muslim Women
Resource Center**

6445 N. Western Avenue
#301

Chicago, IL 60659

Website: mwrcnfp.org

Tel: (773)-764-1686

Fax: (773)-764-6753

Contact: Sima Quraishi,
Executive Director

Tel: (773)-764-1686

Email:

sima@mwrcnfp.org

Language Expertise:

Urdu

Nepali American Center

6 E. Jerry Street

Mount Prospect, IL 60056

Website:

nepaliamericancenter.org

Contact: Ankur Sharma,
General Secretary

Tel: (773)-800-1622

Email: info@nepaliameri-
cancenter.org

Language Expertise:

Nepalese & other tribal
languages of Nepal

**United African
Organization**

3424 S. State Street,
Suite 3C8-2

Chicago, IL 60616

Website:

uniteafricans.org

Tel: (312)-949-9980

Fax: (312)-949-9981

Contact:

Nancy Asirifi-Otchere,
Program Coordinator

Tel: (312)-949-9980

Email: nancy.asirifi-
otchere@uniteafricans.org

Language Expertise:

Somali, French & all major
African languages

**Vietnamese Association
of Illinois**

5110 N. Broadway Street,
2nd Floor

Chicago, IL 60640

Website: hnvi.org

Tel: (773)-728-3700

Fax: (773)-728-0497

Contact: Van Duong,
Health & Community
Program Manager

Tel: (773)-728-3700

Language Expertise:

Vietnamese

The website should contain links to general resources related to disability rights and VR information, such as:

Illinois Department of Human Services (<http://www.dhs.state.il.us>)
Office of Disability Employment Policy (<http://www.dol.gov/odep/>)
U.S. Equal Employment Opportunity Commission (<http://www.eeoc.gov/>)
The ADA: Your Employment Rights as an Individual with a Disability (<http://www.eeoc.gov/facts/ada18.html>)
Disability.gov (<http://www.disability.gov/employment>)
DisABLED Person – A free database for job seekers with disabilities (<http://www.disabledperson.com/>)
Federal Jobs Network (<http://federaljobs.net/disabled.htm>)

Interaction

The second phase, **Interaction**, focuses on the website's usability by potential customers (i.e., AAWDs). This phase should include an online library that provides:

- Search capability within the VR pages in addition to a general search, as in the current DRS website. The website of Asian Americans Advancing Justice-Chicago (<http://www.advancingjustice-chicago.org/>) has search capability by keyword, exact phrase, and specific category, as shown in Figure 14.5.
- Online customer service: The option of making contact with a representative via live chat.
- Transparency of applications: Allowing customers as well as case workers who work with AAWDs to download and print hard copies of the basic forms that are required for the VR process, such as the revised screening tool (Figure 14.6); each form should include signature lines so that certified/trained practitioners can affirm clients' functionality levels. The ability to view and download forms in advance allows customers to review each form beforehand and ask for clarifications. This practice will increase self-advocacy among AAWDs because they will be well prepared for their first appointment at DRS.

Figure 14.5. Effective search capability.

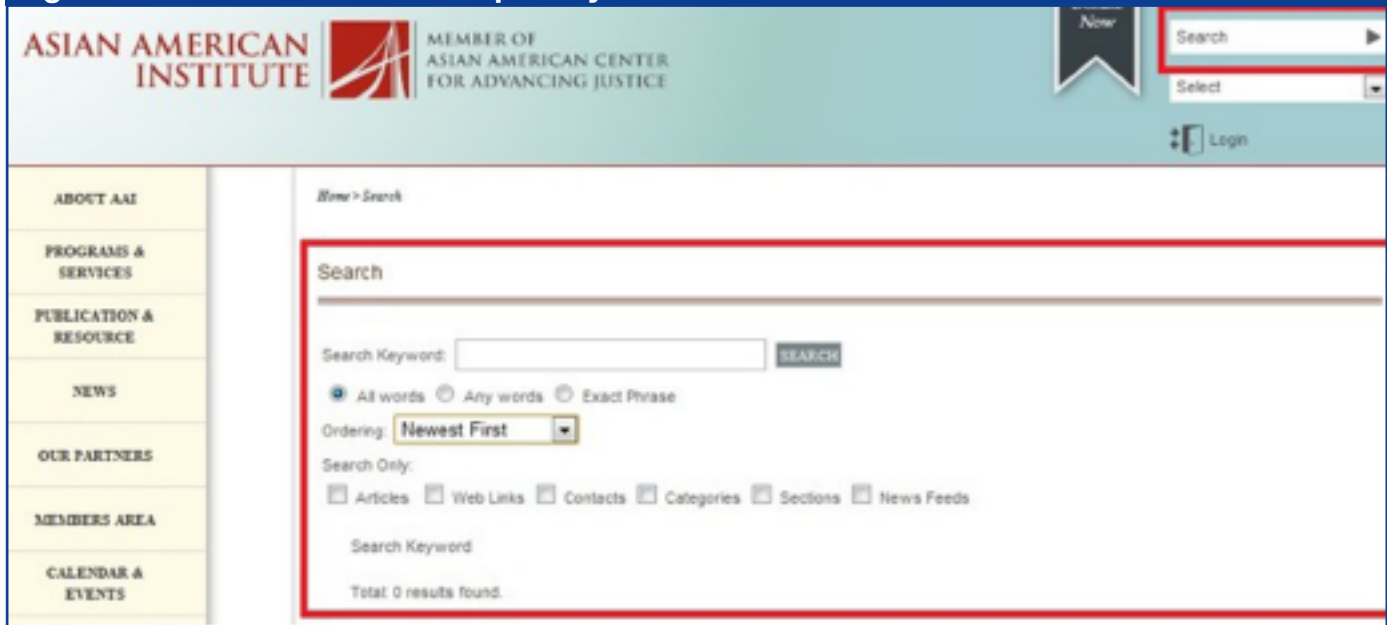


Figure 14.6. cont'd-

_____ demonstrates appropriate social behavior _____
_____ establish & maintain positive relationships _____
_____ adjust to disability related characteristics _____
_____ able to accept & respect authority figure _____
_____ can accept positive criticism _____
_____ Other (Explain) _____

WORK TOLERANCE

answer (N)(S)(A) None Some Always Where can documentation be found?

_____ leaving work for medical treatments/problems _____
_____ work an eight hour day _____
_____ can sit/stand/walk for extended periods _____
_____ perform work required (e.g., lifting, carry, push, _____
pull) _____
_____ can handle daily stressors of work _____
_____ being adversely affected by changes in _____
environment _____
_____ Other (Explain) _____

WORK SKILLS

answer (N)(S)(A) None Some Always Where can documentation be found?

_____ maintain concentration and attention _____
_____ learning new skills _____
_____ remembering/understanding &/or following _____
oral or written instructions _____
_____ reading, spelling, or math skills are adequate _____
_____ able to conform to established work rules _____
_____ can achieve required productivity levels _____
_____ can meet deadlines _____
_____ can follow safety rules _____
_____ reporting to and back to work from breaks/ _____
lunches, etc...at assigned times _____
_____ ability to transfer work skills and general _____
knowledge _____
_____ can work well with other workers & supervisors _____
_____ Other (Explain) _____

Another process that the website should render transparent to DRS customers is how to get a spoken-language interpreter. A formal web document should look like Figure 14.7A, which displays an example of DRS and ICIRR's process for obtaining a spoken-language interpreter for a client.

Figure 14.7A. Spoken-language interpreter policy update.

Spoken Language Interpreter Policy Update

6/19/2009

This is the mandatory policy for requesting a spoken-language Interpreter (non-English) for DRS customers. It should be emailed to the appropriate regional AA (see below) at least 2 weeks in advance of the date the interpreter is needed. If an emergency arises and less than 2 weeks notice is given, the email request must be marked URGENT and its receipt should be confirmed by phone.

Your email request should include:

- Language needed
- Date
- Time
- Location
- Customer's name
- Reason for request
- DHS contact & phone number
- Program: VR or HSP

The request will be submitted and when an interpreter has been assigned to a meeting and the assignment will be confirmed by an email from the regional AA that lists the interpreter's name and contact information. It is best to touch base with the interpreter before the meeting.

Regional Administrative Assistants (AAs)

Region 1 - Leonor Ramirez - Leonor.Ramirez@illinois.gov

Region 2 - Deb Scott - Kay.Scott@illinois.gov

Region 3 - Pat Fore - Pat.Fore@illinois.gov

Region 4 & 5 - Michelle Maaks - Michelle.Maaks@illinois.gov

BBS Region 1 & 2 -Antonine Grimes - Antonine.Grimes@illinois.gov

BBS Region 3, 4, & 5 - Cammy Ermann - Cammy.Ermann@illinois.gov

Schools, DDS & Central Office - Joan Davis - Joan.Davis@illinois.gov

Please remember that this procedure is only for spoken-language interpreters. To secure a sign- language interpreter, visit the Illinois Deaf and Hard of Hearing Commission's website at www.idhhc.state.il.us or call them at (217)-557-4495 (V/TTY) for a list of registered and certified interpreters who are licensed to work in Illinois.

Questions about procedures, forms, and other issues should be communicated to the regional AAs, who are trained to obtain and provide necessary information.

An additional example of the process used to request a spoken-language interpreter is shown in Figure 14.7B.

Figure 14.7B. Process for engaging spoken-language interpreter.

PROCESS FOR SPOKEN LANGUAGE INTERPRETERS FOR REGION 1

1. When a spoken language interpreter is needed for a face-to-face meeting, staff will contact Leonor Ramirez at least two weeks ahead with the information below:

- Date of Service
- Time of Appointment and Duration (at least 2 hours must be paid for)
- Reason of Meeting
- Customer's Name & Address
- DRS Contact's Name
- DRS Contact's Voice Number
- DRS Contact's Fax Number
- VR or HSP

2. Leonor will send an email to Sandra Silvern to request the interpreter

3. Leonor will give the requesting employee the name of the interpreter that she receives from Sandra. At that time, the DRS employee will enter the appropriate rate code (05799 for VR* or 04120 for HSP*) on the system for a minimum of 2 hours of service at \$65 an hour – totaling \$130.00. The employee will then generate a C-13 invoice voucher for the services and fax it to Sandra Silvern at (773) 506-9876 and send the original to Sandra at 4753 N. Broadway, Suite 614, Chicago, IL 60640.

*These codes are directly linked to Cross-Cultural Translation Services.

4. Sandra will hold the voucher until after the meeting takes place. If the meeting goes over the minimum 2 hours time, she will add the additional time to the bill, sign the invoice voucher, and either fax** or mail the invoice voucher and bill back to the employee.

** Fax number of requesting employee must be given with the request.

5. Upon receiving the bill and invoice voucher from Cross-Cultural Interpreting Services, staff will make the necessary changes to the voucher, if the meeting took longer than the minimum 2 hours, and then send in for payment.

DRS should maintain an in-house pool of multilingual mentors that can serve as role models for mentees via face-to-face or online communication. Potential mentors can be Asians who study, work, or volunteer in community centers, colleges, or universities.

E-mentoring, also referred to as *telementoring*, *online mentoring*, or *virtual mentoring*, refers to a relationship in which a mentor, usually a person senior in age or experience, provides guidance and support to a less experienced or younger person, the mentee, via computer-mediated communication (Single & Single, 2005). The growing number of e-mentoring websites (e.g., <http://www.mentornet.net>; <http://www.imentor.org>; <http://www.mentoring.org>; <http://www.washington.edu/doi>) provide mostly vocational and career support. These websites offer advice, provide feedback and coaching, and may link to influential organizations (Ensher, Heun & Blanchard, 2003). E-mentoring has considerable potential for people with disabilities because of its unique communication features, such as freedom from the restrictions of location and time, greater access to diverse sources of information, and anonymity. These factors seem to encourage frankness and intimacy and may lead to greater self-disclosure due to a lessening of the apprehension of stigma related to disability and cultural differences (Bowker & Tuffin, 2007; Burgstahler & Crawford, 2007; Shpigelman, Weiss, & Reiter, 2009).

We recommend developing an e-mentoring program that will be integrated into DRS. Asian Americans with disabilities who have already been successfully integrated into the labor market will be matched online with their inexperienced counterparts to guide their first steps toward getting a job. A successful e-mentoring program should be run by a professional coordinator. A toolkit for the program coordinator can be retrieved from http://www.mentoring.org/downloads/mentoring_1197.pdf. The e-mentoring should last at least six months (or end after the mentee gets or starts a new job).

Successful implementation of an e-mentoring program should follow four major stages (Rhodes, Spencer, Saito, & Sipe, 2006; Shpigelman, Weiss, & Reiter, 2011):

Main Stages	Description
1. Personal Acquaintance	<ul style="list-style-type: none"> • Introduction: name, age, hobbies, family, friends, etc. • Coordination of expectations. • Searching topics of interest related to employment opportunities.
2. Moderated Communication	<ul style="list-style-type: none"> • Focusing on issues that concern Asian people with disabilities related to having a job such as abilities, difficulties, commitment, meeting schedules. • Direct communication: Asking questions and replying. • Indirect communication: Searching online information, reading, and developing a discussion about successful stories (e.g., for example, http://www.ntac.hawaii.edu/employ_success_stories/consumers/stories/story001.html).
3. Online Activities	<ul style="list-style-type: none"> • Searching for specific information related to VR. • Filling out and submitting DRS forms. • Simulating a job interview or staff meeting through a live chat.
4. Saying "Goodbye"	<ul style="list-style-type: none"> • Closure of the process: Preparing the mentee for the end of the program. • Setting up future goals such as talking with the boss, sharing new ideas, asking for promotion, and searching for a new job. • If it is acceptable to both mentor and mentee, they might exchange personal email addresses or other contact information to keep in touch after the program. They might conduct a weekly or monthly meeting to follow the mentee's progress.

Transaction

The third phase of improving Internet access, **Transaction**, refers to comprehensive online services including referrals, form submission, and application tracking. A major revision should be done on the current “Rehabilitation Services Web Referral Form” (www.drs.illinois.gov/apply, see Figure 14.8).

Figure 14.8. Rehabilitation Services Referral Form.

Rehabilitation Services Referral Form

If you live in Illinois and have a disability, the [Illinois Division of Rehabilitation Services](#) may be able to help you find a job or live at home independently. Please fill out the form below, and a counselor in your area will contact you about how we can work together to meet your goals.

Service: I would like help getting or keeping a job
 I would like help living independently at home

I have the most difficulty:

First Name:

Middle Name:

Last Name:

Gender:

Date of Birth:

Social Security Number:

Street Address:

Apartment Number:

City:

County:

The first field, which asks about a person’s greatest difficulty, includes structured answers and “Other.” The “Other” category should include a blank line or field for description of the difficulty. The “Social Security Number” field requires private information, which should not be shared on insecure websites (not https://); therefore, applicants might avoid filling out this form. This field should not be included in the revised form.

At the end of the first section (i.e., after “Date of Birth”), preferred-language options should be included so the office will know to direct the person to a representative who speaks this language; if there is no such representative, the office will know that translator services will be required. Language options should appear in a drop-down menu that includes English, Spanish, Hindi, Chinese, Korean, Vietnamese, Tagalog, Arabic, and a blank for “Other.” Applicants should be able to share additional information or requests in a blank field at the bottom of the form.

In addition to the three phases of presence, interaction, and transaction, a successful implementation requires establishment or modification of specific DRS roles (Affisco & Soliman, 2006).

Roles	Responsibilities
Computer Unit	<ul style="list-style-type: none"> • Creating and maintaining databases. • Maintaining privacy and security. • Ensuring backup and recovery.
Content Management	<ul style="list-style-type: none"> • Updating and editing the information online.
Online Technical Support	<ul style="list-style-type: none"> • Providing guidance and assistance related to the website itself.
Online Customer Service	<ul style="list-style-type: none"> • Providing guidance and support related to the VR process and required forms. • The staff should include workers who represent different populations, both disabilities and languages.

Another major component of promoting the connection between DRS and AAWDs is marketing or online dissemination of DRS information and materials. VR providers should use Web 2.0 applications such as social networks (Facebook, Twitter), video-sharing sites (YouTube), wikis, and blogs, in order to reach more people with disabilities and to create communities specific to their needs (National Council on Disability, 2010). It is important to leverage DRS by doing some or all of the following:

- Open a profile in social networking websites.
- Conduct a blog that provides up-to-date information and events.
- Publish short video clips about DRS, including descriptions of the process phases, what is needed for first-time enrollment, which forms to bring to the first meeting, and sample experiences of other AAWDs.
- Sharing examples of successful Asian American entrepreneurs or leaders in various industries (corporate, private, governmental).
- Developing an iPhone application that links websites, social networks, blogs, wikis, YouTube, and so on. Information should be made accessible in one platform, as in the new app developed by Syracuse University, iAdvocate, which helps parents better advocate for their children with disabilities. It can be adapted for use by VR customers.

Finally, the target population should include potential employers as well as AAWDs. DRS should motivate employers to recruit AAWDs by emphasizing the advantages of doing so, as indicated in a flyer developed by Asian Human Services (Figure 14.9).

Figure 14.9. Effective flyer promoting to businesses.



About Asian Human Services

Established in 1978, AHS is Chicago's largest multi-cultural, multi-lingual, comprehensive social service agency serving over 20,000 clients annually in the diverse immigrant and refugee community, with quality and compassionate services.

- Over 28 languages spoken by AHS staff
- Nationally accredited mental health care services
- Community health education, outreach and research
- Monthly pro-bono legal clinic
- Employment training and placement
- English classes, daycare, after-school
- Passages Charter School
- Federally qualified community health center

Q: Why should I take advantage of Vocational Rehabilitation services?

A: Everyone has the right to lead a healthy and productive life in their community.

Vocational Rehabilitation, a free service through AHS Community Health Program, works with you one-on-one to discover your potential, cultivate your job readiness, and support your ambition to earn more income and thrive in our community.



AHS Community Health Staff

Multi-Cultural Vocational Rehabilitation Program

Job Coaching and Job Placement for People with Disabilities

4753 N. Broadway St. Suite 700
 Chicago, Illinois 60640-4995
 Phone: 773-728-2235
 Fax 773-561-1396
www.ahschicago.org

This project is contracted through Illinois Department of Human Services Vocational Rehabilitation Division

Updated 5/2012

Chapter 14 References

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